

October, 1953

The American School Board Journal



A PERIODICAL OF
SCHOOL ADMINISTRATION

In This Issue:

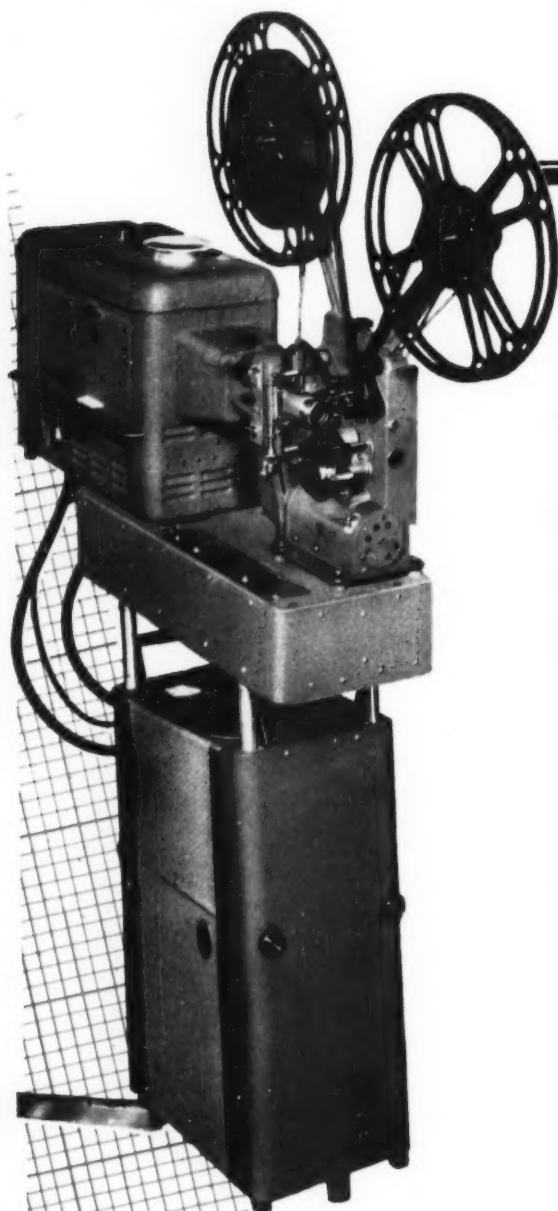
★ Human Relations and the Superintendency—*Kelly*

★ We Bring the Community Into Our Schools—*Rutter*

★ Let's Implement Health—*Allen*

★ 100 Years of Secondary Education in St. Louis—*Friede*

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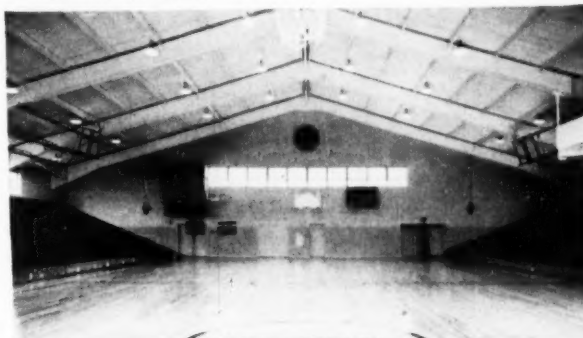
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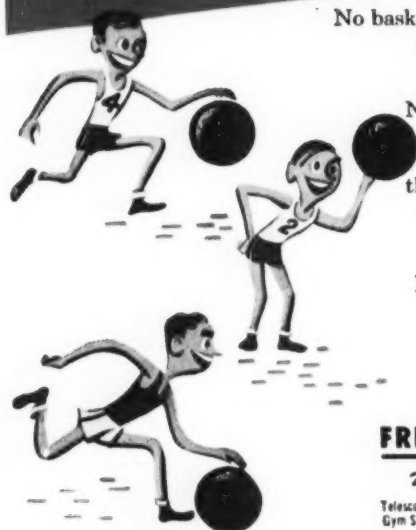


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THE AMERICAN School Board Journal *A Periodical of School Administration*

CONTENTS

N.S.B.A. Reports Notable Developments	Edward M. Tuttle	5
Human Relations and the School Superintendency	Marcella R. Kelly, Ph.D.	29
We Bring the Community Into Our Schools	T. Edward Rutter	30
Let's Implement Health	Ross L. Allen, Dr. P.H.	32
District Elections Relating to School Building Improvements	Stephen F. Roach, Ph.D.	34
School Building Authorities	Theodore L. Reller	36
Modernize Your Typewriting Laboratory	Archie C. Thomas	37
School Organization and Urban-Suburban-Rural Relations	Philip A. Falk	39
One Hundred Years of Secondary Education in St. Louis	Irma H. Friede	41
Scope, Conduct, and Report of the School Audit	Loyal V. Norman	44
The Office of Education Budget	Elaine Exton	45
Personnel Responsibilities of the Administrator	Harold S. Ferguson	46
Dismissals of City Superintendents	John B. Geissinger	49
The Westboro Elementary School, Westboro, Mass.		50
The Preplanning Survey — II	Roland W. Sellew and Carleton B. Ryder	52
A Notable Professional Laboratory School	Lester Emans, Ph.D.	54
The Webster School at Watertown		57
Corpus Christi Schools Meet Housing Crisis	David Haimbach	59
Financing Attendance Growth in California	Ennis Nardi	64
The Newington School Board Sells Its Building Program	Mrs. Arthur E. Wetherbee, Jr.	72

EDITORIALS:

Training for Citizenship	62
--------------------------	----

DEPARTMENTS:

School Building News	66
School Law	71
School Board News	72, 74
After the Meeting	78
Teachers and Administration	79
School Finance and Taxation	80
Personal News of School Officials	82
Personal News	84
New Publications for School Business Executives	87
Coming Conventions	96

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N.S.B.A. Reports Notable Developments

Edward M. Tuttle

Several things have happened in recent weeks which make exciting reading for those interested in the school board association movement, and which will reach their full development in the months ahead.

President Smith Abroad

On September 7, Clifton B. Smith of Freeport, N. Y., president of the National School Boards Association, Inc., flew to Germany as one of a group of eight representatives of various phases of American education. The government of the Federal Republic of Germany issued the invitations and is paying all of the expenses. This is part of what is known as the Federal Government-America Exchange Program authorized a year ago by resolution of the German Bundestag. Last year 80 leading personalities in American public, political, and cultural circles, assembled in small groups according to spheres of interest, were guests of the Federal Republic of Germany for four weeks at a time. The experience was so successful that it is being repeated this year, and the group "Education" is the second in the series. A study tour will be made of the Federal Republic (West Germany) including a visit to West Berlin. The over-all purpose is to promote better understanding between the two nations based on firsthand observation and personal contacts.

The National School Boards Association is honored to be included in the educational group. The party will return to the United States on October 6, and I suggested to Mr. Smith before he left that he plan to write a story of his trip and make it available to readers of the JOURNAL in place of my article in the December issue. Watch for it.

N.S.B.A. Convention

The National School Boards Association has been further honored by the acceptance of its invitation to Mrs. Oveta Culp Hobby, secretary of the Department of Health, Education, and Welfare, to be the featured speaker at its annual banquet in Atlantic City on Saturday evening, February 13, 1954. The banquet will be held in the Carolina Room of the Chalfonte Hotel, which has a dining capacity of 1200, and it is anticipated that school board leaders and their guests from nearly every state in the Union will be on hand to greet Secretary Hobby and to listen to her message on public education in this country.

Earlier, the N.S.B.A. convention had hoped to enjoy the privilege of hearing the United States Commissioner of Education, Dr. Lee M. Thurston. Dr. Thurston had accepted the invitation to be the speaker on Thursday evening, February 11, also in the Carolina Room. Another important speaker will be secured for this meeting on the first evening of the convention which will hold its opening session that afternoon. The evening address will be followed by a social hour designed to give everyone an opportunity to meet the speaker and to become acquainted with

SOURCE

God is our refuge and strength;
a very present help in trouble
(Ps. 46:1).

Even the most indifferent and irreligious instinctively call upon their Creator when sorely hurt or in dire distress. Without realizing it they cry out, "O God, help me!" Those who have learned that God's strength is with them every hour, not solely in times of crisis, have found abundant life. Their waking thought each day is "Good morning, Lord," in contrast to those who, alone and lonely, open their eyes and groan, "Good lord, morning." Secure in the knowledge of an eternal source of power within and all about them, they literally "go with God" upon their daily rounds, and whether they meet with triumph or disaster are able to keep serene and strong. — E. M. T.

one another as a foundation for good fellowship and co-operative endeavor during the following two days of convention activity.

Since we met in February of 1953, major changes have taken place in relation to education at the national level. The new Department of Health, Education, and Welfare was created in April with Mrs. Hobby as secretary and a member of President Eisenhower's cabinet. In June, Dr. Thurston, who was then State Superintendent of Public Instruction for the state of Michigan, accepted appointment as United States Commissioner of Education and took office on July 2. Unfortunately he passed away early in September. It had been expected that Mrs. Hobby and Dr. Thurston would acquaint the convention with their respective plans and policies, as Secretary and Commissioner, for the future welfare and development of the field of education at the national level.

Unique Yearbook Planned

With the threefold purpose of giving board members a permanently useful souvenir of their Convention, of providing a tangible alliance with companies and organizations engaged in the business of furnishing school materials, equipment, and supplies, and of securing some additional revenue to help meet the growing demands for its services, the National School Boards Association is developing for the first time an *Annual Yearbook* built around the convention theme "Our Schools—America's Biggest Business."

Besides the Convention Program, the *Yearbook* will contain many items concerning the N.S.B.A. and its 40-odd federated State Associations. Interspersed with this textual matter will be full-page, Tiffany-type, calling-card ads from friends in the school supply business. Each ad will include three features: (1) a running head to indicate a sustaining alliance with the National School Boards Association; (2) a notable quotation on education and human development which will identify each advertiser as being devoted to the advancement of education, and will carry a thread of unity throughout the *Yearbook*; (3) the advertiser's own statement, occupying from one quarter to two thirds of the page and including his name, address, product offerings, regional offices, representatives, A.A.S.A. booth number, or anything else he may desire.

Inquiries concerning space in the *Yearbook* should be addressed to me at N.S.B.A. headquarters, 450 East Ohio Street, Chicago 11, Ill.

Grant Given to N.S.B.A.

The greatest forward step in the school boards association movement is being made possible by a grant of money to finance two nationwide Study Conferences for state association leaders and the officers and directors of the N.S.B.A. The grant is being made through the National Citizens Commission for the Public Schools with no reference as to its source. The Commission has suggested that O. H. Roberts, Jr., of Evansville, Ind., be the liaison person between the groups. This is an ideal arrangement because Mr. Roberts is both a member and trustee of the Commission and a director of the N.S.B.A. No

(Continued on page 8)



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WRITE FOR LITERATURE



N.S.B.A. DEVELOPMENTS

(Continued from page 5)

conditions are attached to the grant except that a report shall be made as to how the money is used and what is accomplished. Carrying out of the project is left entirely in the hands of the National School Boards Association which expects to hold the first Study Conference in November or December of this year, and the second during the summer of 1954.

This is a natural sequence to the study conferences which have been held for two years by midwestern state association leaders under the joint sponsorship of the N.S.B.A. and the Midwest Administration Center (C.P.E.A.) at the University of Chicago, and which have been reported so enthusiastically in these columns. But the nationwide opportunity has come more promptly and with greater strength than our leaders had dared to hope. In consequence, developments during the next 12 months, centering around and motivated by these concentrated efforts to promote the effective service of state associations to their local board members, should be of the greatest interest and significance.

Governors Discuss Education

In a talk before a group of school administrators and citizens at the University of Chicago in mid-August, Frank Bane, executive director of the Council of State Governments, made some observations of the 1953 Conference of Governors in Seattle, Wash., from which he had just returned.

He said that state support of public education has grown to be a subject of such critical importance that a full half day was devoted to its discussion by the governors in what proved to be the liveliest and most explosive session of the conference. The governors are feeling increasingly strong pressure not only from the educational profession but from the lay public to provide more adequately for the schools, and they are much concerned and even worried about how to meet the demands.

This is the reverse side of the picture described in these columns in the July JOURNAL, when it was reported that in far too many states the schools fared all too poorly at the hands of 1953 legislatures and governors, and that greater effort and initiative will have to be exerted by school boards and the public as well as by educational leaders in time to come if public education is to hold its own, let alone to advance.

1. Mr. Bane reported that the discussion of the governors centered around four main considerations. The first of these he described as *content*, by which was meant the range of public education—shall it include nursery schools and kindergartens at the beginning end, and junior or community colleges and adult education at the upper end, with pro-

vision; for all kinds of special education in between. In other words, are there any limits to the extent of public education and, if so, what and where?

My own belief is that this is a matter to be determined in the long run by the people at large. The whole history of public education is one of gradual extension and expansion to include more and more educational services to all children and youth and to adults who desire to improve themselves as citizens, wage earners, and members of the community. The long view would indicate that our nation will prosper most when each individual citizen is given every opportunity to develop to his fullest capacity.

2. The second area discussed by the governors was, of course, that of *finance*. How large a share of the tax dollar shall the schools be given and where is additional money to come from? Mr. Bane pointed out that one of the most fertile sources of inequity in taxation is our system of assessment of property, and expressed the belief that if all property could be placed on the books on fair and equal terms the result would be an increase in revenue of at least 25 per cent without any change in rate.

Again, my personal observation is that, while some communities and states are making much greater efforts at school finance than are others, by and large America is not investing enough in its public schools to guarantee and safeguard the future. The figure at present hovers just above 2 per cent of the national income and no business could long exist, let alone prosper, which devoted so small a share of its receipts to the support of its foundations. There was a time, during the depression 1930's, when from 3 per cent to 5 per cent of our national income was devoted of necessity to public elementary and secondary education. Had we been wise enough and farsighted enough to maintain this rate as our income doubled and trebled and quadrupled during the 1940's, the children and youth of today would be adequately provided with classrooms, teachers, and equipment instead of being subjected to makeshift housing, overcrowding, double shifts, substandard teachers, and meager equipment as such a large proportion of them are. Notwithstanding the exigencies of World War II, we have only our own shortsightedness and self-interest to blame for this state of neglect and starvation in the field of public education.

3. The third area of the governors' concern with public education was that of *administration*, referring specifically to the lack of efficiency and effectiveness in the system of district organization in many states. Money is being wasted in thousands of elementary and secondary districts that are too small and

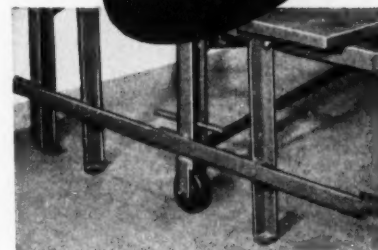
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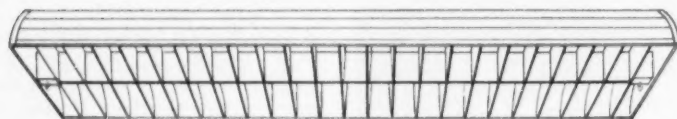
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N.S.B.A. DEVELOPMENTS

(Concluded from page 8)

too short of resources to provide proper and stimulating educational opportunities for the boys and girls of those districts. The people, intent on what, as an inheritance from the past, they mistakenly consider to be their prerogative to local autonomy, have been slow in many instances to face reorganization into larger districts as a measure both of economic efficiency and of educational advancement. Recently one southern state, through the initiative of its governor, attacked this problem head on and reduced the number of administrative school districts from some 1440 to approximately 100 all at once by legislative action. While this seems a drastic step, the people have been quick to adjust themselves to it, have selected able members for the 100 reorganized boards, and are moving forward on the new basis.

In contrast to the above is the creeping progress that is being made by voluntary local action in many states, particularly in the Midwest, which still have several thousands of school districts that cost too much for the quality of education they are able to deliver.

School Personnel

4. The fourth and last area of education discussed by the governors at their conference in Seattle dealt with school *personnel*, principally with the teaching staff and the growing shortage of qualified elementary teachers. It seemed to be agreed, according to Mr. Bane's report, that while the provision of salaries more nearly in line with living costs and with competing jobs is an important and perhaps a first consideration, it is not the whole story. At least two other factors were thought to be of almost equal importance. One of these is good working conditions, which also involves the expenditure of money for decent facilities and equipment. The other is the status of teachers in the communities they serve. This is a factor which can be greatly improved without the expenditure of any more money. It involves a community attitude of respect for and acceptance of teachers as citizens and members of society who occupy positions of responsibility and leadership. It involves both the removal of restrictions not imposed on other citizens, and reasonable limitations on the number of off-the-job activities in which teachers shall be called upon to engage.

The whole trend discussed above is wholesome. It is encouraging that the governors of our states are concerned about the current status of public education. This indicates that they have their ears to the ground, that they recognize the growing determination of people generally to see to it that America's children and youth shall be well educated, and that they are willing to look ahead in search of practical solutions to very real problems.

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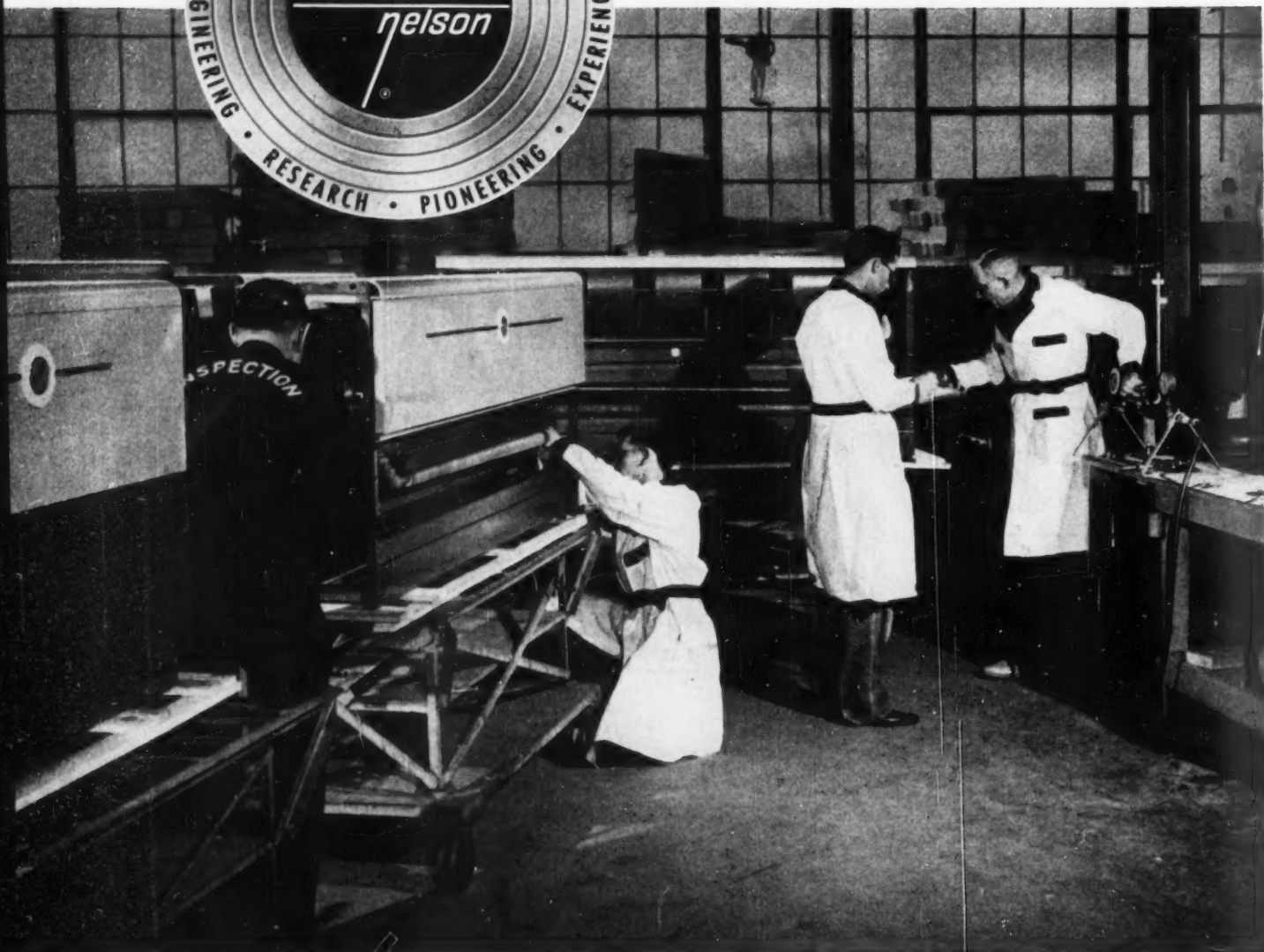
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Long famous as the finest looking unit ventilator products in America—the Herman Nelson line has also become famous for dependable, trouble-free operation under all climatic conditions.

This dependability starts deep down inside the product—the result of the superb CRAFTSMANSHIP that has made Herman Nelson the outstanding name in the unit ventilator field.

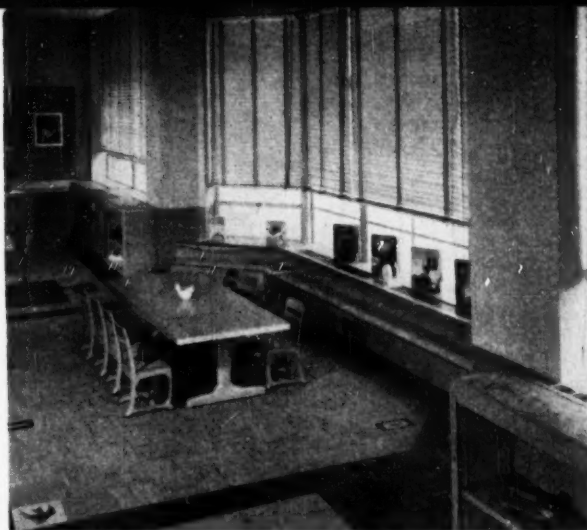
When we talk about CRAFTSMANSHIP we mean much more than just being skilled workmen. We mean the *determination* to take infinite care in the planning and putting together of every single part of our finished product. Herman Nelson CRAFTSMANSHIP is the result of an honest desire to create a better product from the *inside out*—without compromise on the *unseen* as well as the visible components.

Revolutionary in design—compact in appearance—proved in thousands of applications—the magnificent performance of Herman Nelson unit ventilators will end your heating, ventilating and cooling problems for good.

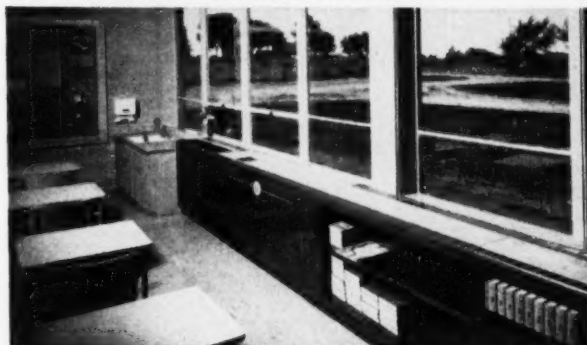
Fine CRAFTSMANSHIP and sound engineering principles make it an exciting experience to live and work in a “perfect classroom climate” where Herman Nelson unit ventilators are on the job!

If you are planning a new school—or a school modernization program, it will pay you to really investigate the unit ventilators you plan to buy. “What’s inside” is a good question. Look beneath the surface—check the craftsmanship and the performance record of the equipment. We believe you’ll specify Herman Nelson—the greatest name in unit ventilators. For complete information and Experience Reports—write to Dept. AJ-10, Herman Nelson Unit Ventilator Products, American Air Filter Co., Inc., Louisville 8, Kentucky.

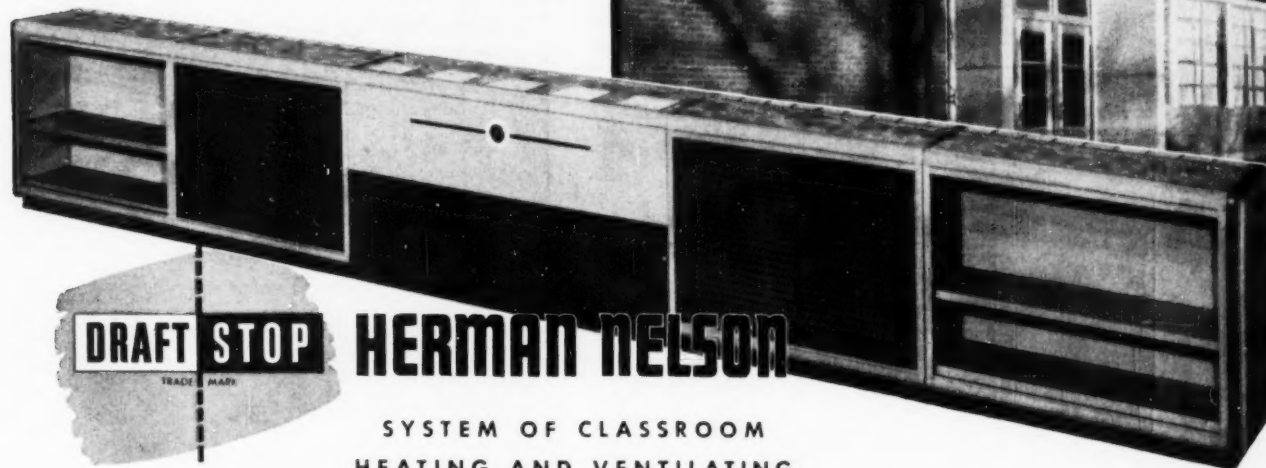
Citizens of Big Timber, Montana, are proud of their most modern BIG TIMBER GRADE SCHOOL which includes the latest in pupil comfort facilities including DRAFTSTOP.
Supt. of Schools, A. E. McDONALD; Architect, S. R. WITWER; Mechanical Contractor, BIG HORN PLUMBING.



This beautifully designed kindergarten at W. C. K. WALLS ELEMENTARY SCHOOL, PITMAN, NEW JERSEY, takes advantage of the adjustable shelving of Herman Nelson utility cabinets. This room as well as all other classrooms is completely equipped with DRAFTSTOP. Supt. of Schools, L. ARTHUR WALTON; Architect, H. M. KLAISZ; Mechanical Contractor, KELLER & ROGONE.



Note the interesting treatment of locating the sink and drinking fountain in the end of the classroom DRAFTSTOP ensemble—good use of otherwise unused space in WEST INDEPENDENT GRADE SCHOOL, DES MOINES, IOWA. School Principal, B. ANDREWS; Architects, SMITH, VOORHEES, JENSEN & ASSOCIATES; Consulting Engineer, B. E. LANDES.



DRAFT STOP HERMAN NELSON

SYSTEM OF CLASSROOM
HEATING AND VENTILATING

EASIER

FOR THE STUDENT

FOR THE TEACHER



"THE
TEACHING TYPEWRITER"

Because IBM Electric Typewriters simplify teaching and prove so effective in producing speed and accuracy, the total number of IBM's used in schools more than doubled in the past year!

No doubt about it... the trend is to IBM's. Why not give *your* school the benefit of this most modern teaching tool, without delay?

IBM *Electric Typewriters*

INTERNATIONAL BUSINESS MACHINES

IBM, Dept. AS-9

590 Madison Ave., New York 22, N. Y.

☐

Please send brochure, "Electric Typewriters in Education," and latest classroom results.

☐

We'd like to see your free color sound movie, "Electric Typing Time," on

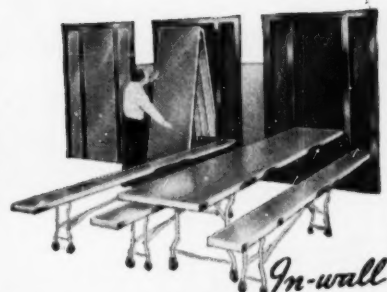
(date) _____

Name _____

School _____

Address _____

City or County _____ State _____

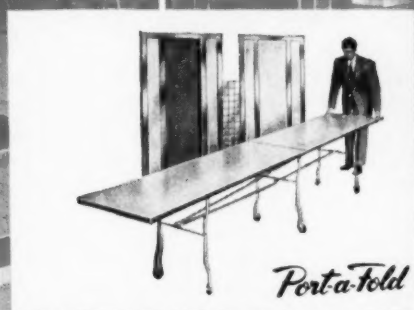


In-wall



Mobil-Fold

Now *Every* school
can enjoy the economies*
of Schieber
folding tables and benches



Port-a-Fold

* Space serves double duty with Schieber equipment: activities area doubles as lunchroom. The extent to which the modern trend toward multiple-use-of-space saves money in school design is evidenced by the fact that 85% of leading school architects now specify Schieber folding tables and benches. Installations are proving their worth in practically every state and several foreign countries. See for yourself. Let us advise you where an installation can be observed in operation. There are now models to meet your regular and special seating requirements and accommodate the limited budget.

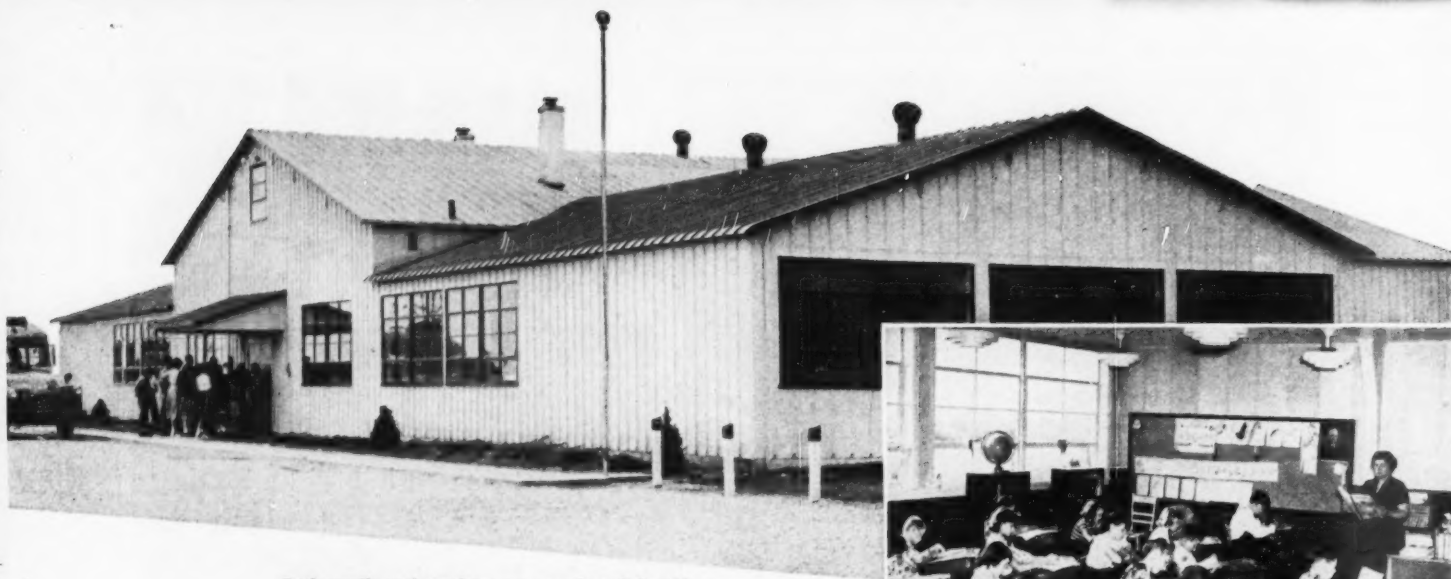
- **MOBIL-FOLD** — Added to the line for schools, institutions, etc. where wall pockets are not practical. Tables and benches are Port-A-Fold type. Two sets fold into caster equipped steel carrier, roll against wall or to storage area.
- **IN-WALL** — Schieber's original all-steel unit. Folding tables and benches are rigidly attached to wall.
- **PORT-A-FOLD** — Schieber's new low-cost steel and plywood model with plastic table and bench top surfaces. Units detach from wall pockets and roll to any position.

Write for our catalogs
or consult Sweet's file.



SCHIEBER SALES COMPANY

BRIGHTMOOR STATION • DETROIT 23, MICH.
IN CANADA—LA SALLE RECREATION, LTD., 945 GRANVILLE ST., VANCOUVER, B.C.



Both pupils and teachers are proud to claim this attractive Butler building as their school. Notice the banks of windows that let in lots of fresh air, and flood the modern classrooms with light.



"With **BUTLER** buildings and plans we got both classrooms and a community center

for the price of one!"

Says Alfred Totel, President, Wallace Township School District, Ottawa, Illinois

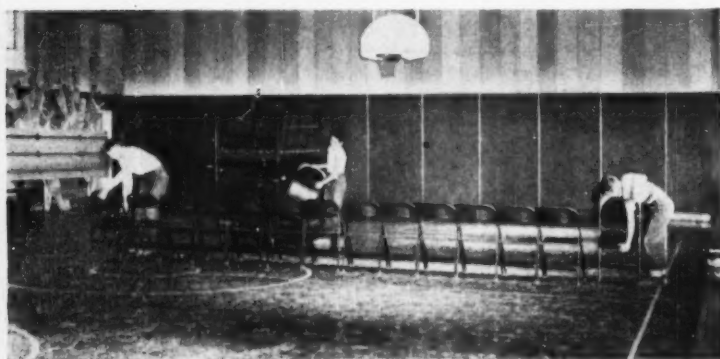
"When attendance in our one-room schools fell below legal limits, we had two alternatives: (1) We could pay high transportation and tuition costs to a city school, (2) or we could consolidate our own schools. We preferred consolidation that would also provide a community center, but the cost threatened to send taxes sky high.

"Then we asked our nearby Butler dealer for plans and prices. We were pleasantly surprised to find that for the cost of classrooms of commonly used construction, we could erect a Butler steel building to provide these needed classrooms and the big community room we wanted besides!

"Even with a late spring start, our Butler building was ready for the fall school term. Parents, pupils and teachers were as pleased with the modern classrooms as property owners were with their big tax savings."



A dream comes true for Mr. Totel as he points out to Mr. Stakemiller and Mr. Phalen of the Mendota Building Service, how well their plans have worked out in practice.



There's always something going on in this big room that has become the community crossroads. It's dandy for clubs and other get-togethers—big enough for basketball games.



BUTLER MANUFACTURING COMPANY

Oil Equipment • Steel Buildings • Farm Equipment
Cleaners Equipment • Special Products

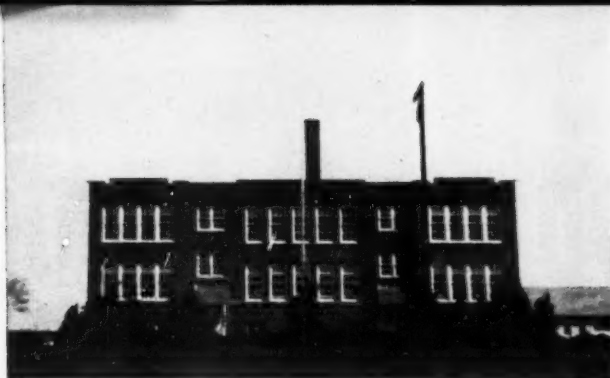
Factories located at Kansas City, Mo., Galesburg, Ill.,
Richmond, Calif., Birmingham, Ala., Minneapolis, Minn.

For prompt reply, address office nearest you:

BUTLER MANUFACTURING COMPANY
7318 East 13th Street, Kansas City 26, Missouri
918A Sixth Avenue, S.E., Minneapolis 14, Minnesota
1018 Avenue W, Ensley, Birmingham 8, Alabama
Dept. 18A, Richmond, California

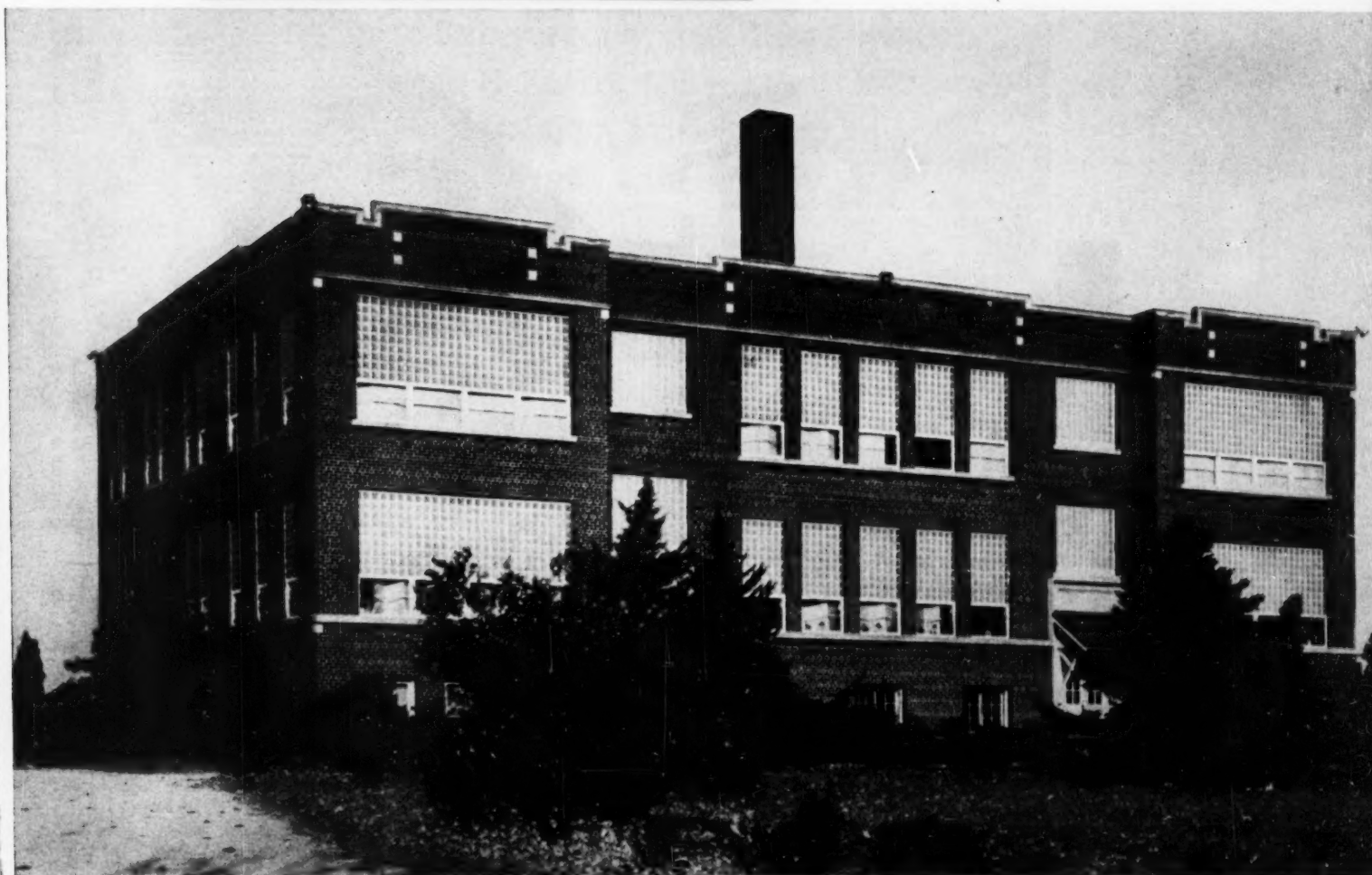
Please send me the name of my nearest Butler building dealer,
also more information on Butler buildings for school class-
rooms, auditoriums, garages and Vo-Ag manual training shops.

Name _____
School _____
Address _____
City _____ Zone _____ State _____



Before DAYLIGHT ENGINEERING

(deteriorated sash plus
an annual fuel bill of \$1,839.49)



After DAYLIGHT ENGINEERING

(better light and fuel bill of \$1,268.32)

The York Township School, Clyde, Ohio, is typical of the buildings erected in the 1920's and now faced with maintenance problems. Foremost among this school's problems was what to do about worn-out window sash. Gradually the wooden sash had deteriorated and even continual, expensive maintenance did not provide proper protection from cold wintry blasts.

In 1951, an Insulux Fenestration System using the new Insulux light-directing Glass Block No. 363 was installed. *Much of the first*

year's fuel savings of \$571.17 was attributed to the new glass block windows!

Important as they are, fuel savings are only part of the story! These panels provide even, diffused daylight over all parts of the school room. Excessive glare and harsh contrasts are eliminated.

By the use of entirely new optical principles, No. 363 light-directing Glass Block capture and properly use daylight from early morning to late afternoon, just as though your building were "turning with the sun."

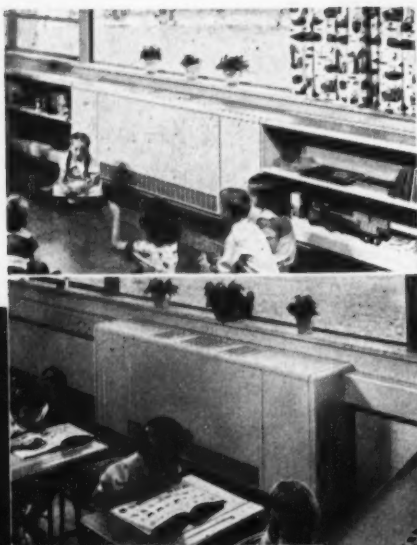
If you are in the process of remodeling old structures or building new ones don't overlook the positive advantages—maintenance economies; better seeing conditions—that panels of Insulux Glass Block® bring. Send for our free, 24-page booklet "Better Light for Our Children." And, for help in planning for, and using, Insulux Fenestration in your school ask for the experienced help of a Daylight Engineer. Write Insulux Glass Block Division, Kimble Glass Company, Dept. AS-10, Box 1035, Toledo 1, Ohio.



KIMBLE GLASS COMPANY

Toledo 1, Ohio—Subsidiary of Owens-Illinois Glass Company

Now! Stop classroom



Available with ...
or without shelving



The exclusive new **TRANE**

MANUFACTURING ENGINEERS OF AIR CONDITIONING, HEATING AND VENTILATING

drafts before they start!

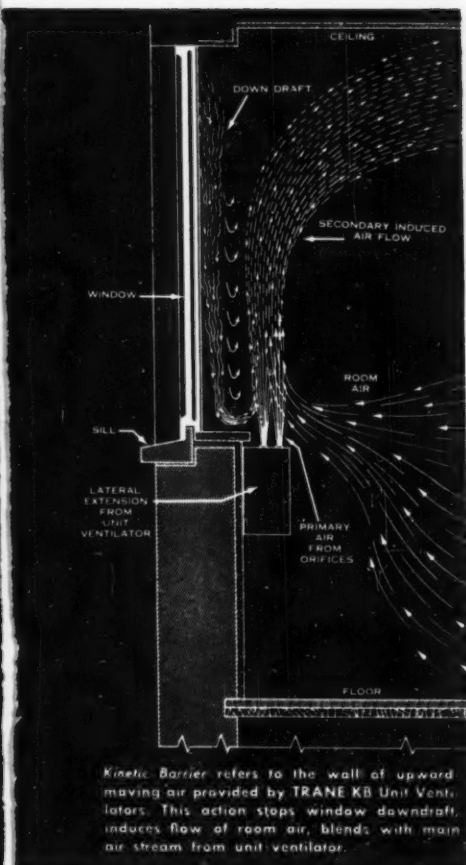
New! Exclusive Trane Unit Ventilator System
creates Kinetic Barrier which (1) stops window downdrafts
every minute room is occupied, (2) improves distribution of
heated and ventilated air, and (3) operates quietly
—virtually noise-free.

Not since the first unit ventilator has there been such a significant improvement in school comfort.

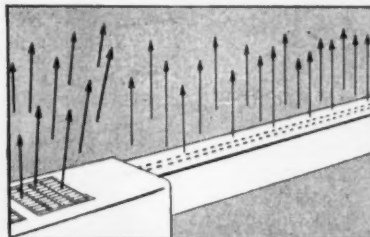
The new TRANE Unit Ventilator System actually accomplishes what architects, engineers, contractors and school authorities have long agreed would be the ideal.

How Trane System differs. The use of *warm* air for intermittent "blanketing" of windows during the heating cycle has been common practice for many years. However, this still leaves pupils exposed to downdrafts since *cooling* is required about 75 % of the time due to high heat gains. The new TRANE system differs in that it is effective *at all times*—during cooling as well as heating cycles. *It operates every minute the room is occupied . . . even when the heat is off.*

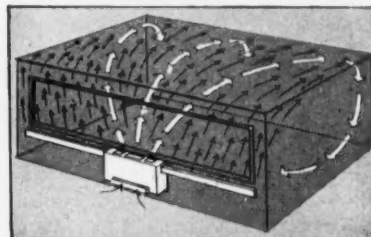
HOW TRANE *Kinetic Barrier* SYSTEM WORKS



Kinetic Barrier refers to the wall of upward moving air provided by TRANE KB Unit Ventilators. This action stops window downdraft, induces flow of room air, blends with main air stream from unit ventilator.



Outdoor and room air is drawn into the TRANE Unit Ventilator in desired proportions where it is blended, filtered and brought to the proper temperature. It is then forced upward from the central unit and from lateral extensions along the entire window wall.



Rising air creates *Kinetic Barrier* which blocks drafts at source, draws room air to ceiling. These air streams blend and circulate around room in a continuous draft-free cycle. Air fans out from central unit, assists air from extensions to penetrate every corner.

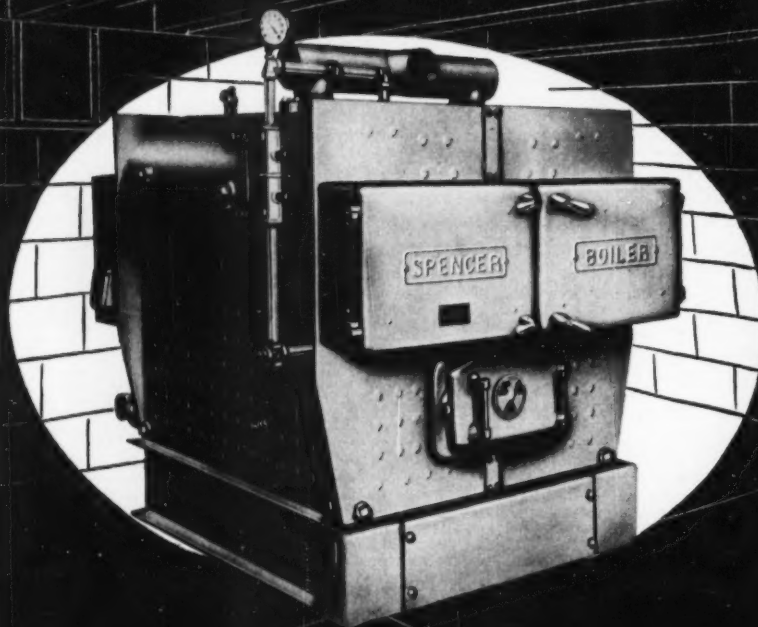
Report describes new system in detail. Just published. Contains results of an investigation of the TRANE *Kinetic Barrier* System of unit ventilation operating in an actual "problem" classroom during the winter of 1952. If you are concerned with modern schoolroom heating and ventilation, this report is "must" reading. Write for your copy today. The TRANE Company, La Crosse, Wis.

Trane matched products fit every school need . . . Convectors • Wall-Fin Heaters • Volume Ventilators • Projection Heaters • Horizontal Unit Heaters • Force-Flo Heaters • Climate Changers • Compressors • Air Conditioners • Water Chillers • Fans • Coils • Traps and Valves.


Kinetic Barrier system of Unit Ventilation

EQUIPMENT • The Trane Company, La Crosse, Wis. • East. Mfg. Div., Scranton, Penn. • Trane Co. of Canada, Ltd., Toronto • 87 U. S. and 14 Canadian Offices.

**IT'S
FLATTENED OUT
IT'S DIVIDED
IN HALF**



SPENCER'S UNIQUE DIVIDED L-W BOILER

SBI SIZES: 3,500 TO 42,500 SQ. FT. STEAM 

MAJOR ADVANCE IN BOILER DESIGN

**Solves Narrow Doorway
and Low Headroom
Problems**

Because it's divided in half and flattened out, the new Spencer Low-Waterline Boiler offers unique advantages over every other boiler in the field.

In existing buildings, this boiler's exclusive divided design permits entry through narrow doorways. Though its two watertight sections can be moved in separately, they require no welding for installation.

In new buildings, it cuts excavation costs by making possible lower basement ceilings. The L-W is 25% lower than conventional firebox boilers.

It has other time-tested Spencer advantages. It's self-cleaning. It's fast steaming, thanks to staggered rows of fire tubes. It can be quickly converted from mechanical to hand firing.

Let Spencer's Low-Waterline Boiler solve your heating problems. Learn more about it today. Clip and mail the coupon below.



Spencer Heaters—Dept. SB-83
Lycoming-Spencer Division
AVCO Manufacturing Corporation
Williamsport, Pennsylvania

Dear Sirs:

Please send additional information on
Spencer's Divided L-W Boiler to:

Name

Position

Company

Address

City Zone State

Protect yourself against

- 1 HIGH REPLACEMENT COSTS
- 2 HIGH LIGHT COSTS
- 3 HIGH MAINTENANCE COSTS

**CBM
CERTIFIED**
by
ETL



Here's why the initials "CBM"
on a Fluorescent Ballast
are important to you

Q. What do the initials "CBM" stand for?

A. "CBM" stands for CERTIFIED BALLAST MANUFACTURERS. Nine of the country's leading manufacturers of fluorescent ballasts comprise the CBM group.

Q. What does "CERTIFIED" mean?

A. It means that ballasts carrying this diamond-shaped shield have been built to rigid specifications designated by CERTIFIED BALLAST MANUFACTURERS. It means that Electrical Testing Laboratories, Inc., has periodically tested these ballasts and found they meet or exceed the exact specifications designated by CBM.

Q. What's the need for specifications?

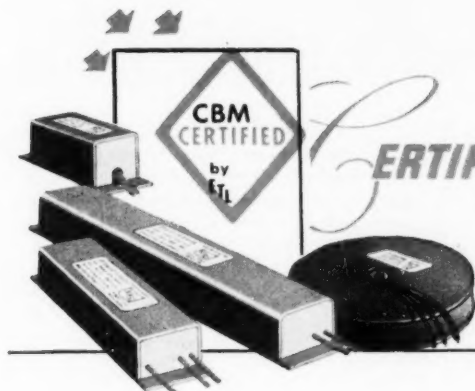
A. Ballasts are the heart of fluorescent lighting. CBM specifications make certain the ballasts provide best possible performance for the lamps they operate.

Q. How do CERTIFIED BALLASTS benefit you?

A. When fluorescent lamps do not perform in accordance with published ratings, low quality or improperly designed ballasts may be the cause. However, most lamp manufacturers waive this possibility if the ballasts involved are CERTIFIED. The CBM Shield is their assurance that the ballast is delivering proper electrical values to their fluorescent lamps.

CBM specifications protect the public interest because they provide:

FULL LAMP LIFE	RATED LIGHT OUTPUT
LONG BALLAST LIFE	FREEDOM FROM OVERHEATING
QUIET, TROUBLE-FREE OPERATION	



Write for complete information on the types of CERTIFIED CBM BALLASTS available from each participating manufacturer.

Participation in the CERTIFIED CBM BALLAST program is open to any manufacturer who complies with the requirements of CERTIFIED BALLAST MANUFACTURERS.

CERTIFIED BALLAST MANUFACTURERS

Makers of Certified Ballasts for Fluorescent Lighting

2116 KEITH BLDG., CLEVELAND 15, OHIO



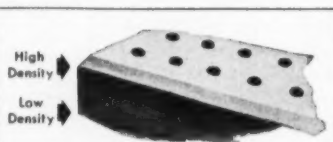
Enter QUIET... and with it, more fruitful study!

Take any school corridor—add shrill voices, scuffling feet, constant activity—and you have a problem too serious to ignore... noise. Irritating noise that filters into classrooms and makes distinct hearing difficult, concentration next to impossible! Distracting noise that blocks both teaching and learning!

Low-Cost Solution

To guard against this, hundreds of schools have installed economical Acousti-Celotex Sound Conditioning! In corridors, gyms, cafeterias, band rooms, study halls and libraries—a sound-absorbing ceiling of Acousti-Celotex Tile checks noise, brings quiet

comfort that benefits all. In classrooms, auditoriums and music rooms it improves acoustics, makes distinct hearing easier.



DOUBLE-DENSITY—As the diagram shows, Acousti-Celotex Tile has two densities. High density face, for a more attractive finish of superior washability, easy paintability. Low density through remainder of tile, for greater sound-absorption value.

Easy Maintenance

Acousti-Celotex Tile is quickly installed, requires no special maintenance. Its remarkable *double-density* feature (see diagram) defies warping—provides a surface of unusual beauty and washability. Can be washed *repeatedly* and painted *repeatedly* with no loss of sound-absorbing efficiency!

MAIL COUPON TODAY for a Sound Conditioning Survey Chart that will bring you a *free analysis* of the noise and acoustical problems in your school, plus a factual free booklet, "Sound Conditioning for Schools and Colleges." No obligation!



ACOUSTI-CELOTEX

TRADE MARK

REGISTERED

U. S. PAT. OFF.

Sound Conditioning

Products for Every Sound Conditioning Problem—The Celotex Corporation, 120 S. La Salle St. Chicago 3, Illinois • In Canada: Dominion Sound Equipments, Ltd., Montreal, Quebec

—Mail today—

The Celotex Corporation, Dept. AA-103
120 S. La Salle St., Chicago 3, Illinois

Without cost or obligation, send me the Acousti-Celotex Sound Conditioning Survey Chart, and your booklet, "Sound Conditioning for Schools and Colleges."

Name _____

Address _____

City _____ Zone _____ State _____

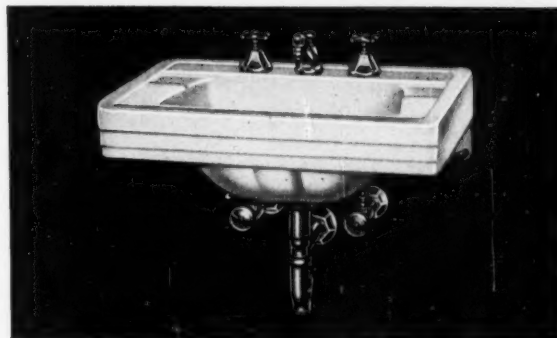
New-design American-Standard lavatories ideal for installation in all types of schools

■ New-design American-Standard lavatories offer greater beauty, convenience and ease of maintenance for school toilet rooms. They are being widely acclaimed as the best-looking fixtures ever made. New bowl design makes the lavatories unusually convenient to use. And smooth styling makes them easy to clean, cuts maintenance time.

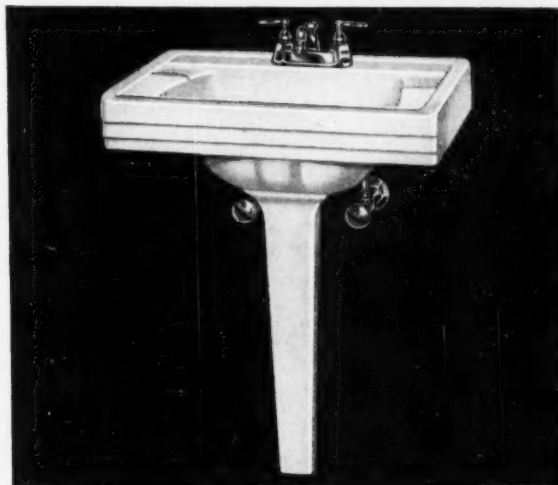
In addition to the three lavatories shown, American-Standard offers a wide variety of plumbing fixtures suitable for all types of schools, from kindergartens to colleges. For more information on them, see your architect or your plumbing contractor. **American Radiator & Standard Sanitary Corp.**, P. O. Box 1226, Pittsburgh 30, Pa.



THIS ILLUSTRATION shows the new-design bowl of American-Standard lavatories. It is wide at the front to allow plenty of space for washing, yet tapers to the rear to leave room for large, cast-in soap dishes. Overflow is concealed in the front of the fixture to preserve unbroken smoothness of design.



OFF-THE-FLOOR New Buena lavatory is especially suitable for elementary school use because it can be installed at any height most convenient for the children. The Buena is made of genuine vitreous china in a variety of colors. Fittings are non-tarnishing Chromard.



BOTH THE BOWL AND GRACEFUL LEG of the New Hibben lavatory are made of genuine vitreous china that retains its smart good looks indefinitely. A variety of combinations of smooth-working, long-lasting fittings is available for each of the lavatories shown.

AMERICAN-Standard



Serving home and industry

AMERICAN-STANDARD • AMERICAN BLOWER • CHURCH SEATS & WALL TILE • DETROIT CONTROLS • KEWANEE BOILERS • ROSS EXCHANGERS • SUNBEAM AIR CONDITIONERS



NOVOPLY PANELING saved construction costs when it was used in place of plaster in the Unqua School, Massapequa, L. I. Typical

classroom shows walls and sliding closet doors of Novoply. Panels only need an occasional waxing. Architect: George J. Dippell.

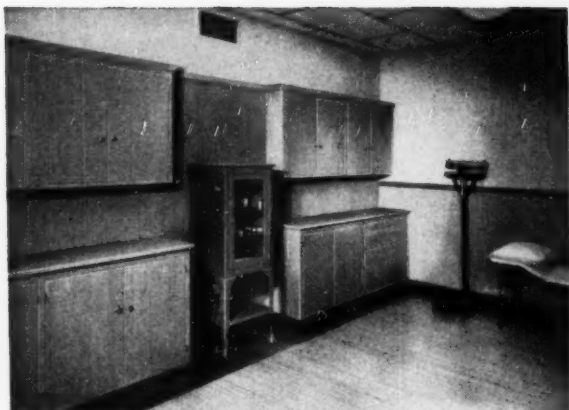
How beautiful Weldwood cuts school maintenance costs



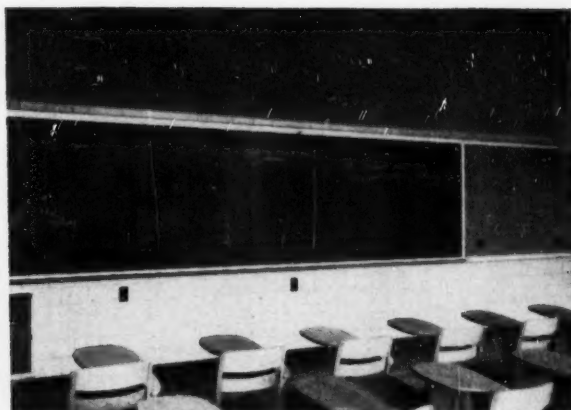
WELDWOOD OAK PANELS give reading room inviting, informal atmosphere in the Unqua School. Weldwood hardwood panels grow more attractive with time, retain their beautiful finish indefinitely. Architect: George J. Dippell.



WELDWOOD BIRCH BUILT-INS shown here are the picture of functional beauty and orderliness. Natural hardwood grain adds warmth and personality to cabinet doors. South School, New Canaan, Conn. Architects: Sherwood, Mills and Smith.



BEAUTIFUL WELDWOOD HARDWOODS used in wainscoting and cabinets of the Health Room in the Unqua School, Massapequa, Long Island, are the picture of cleanliness. The warm natural Weldwood oak paneling is a welcome relief from the usual drab "hospital" look. Architect: George J. Dippell.



ARMORPLY CHALKBOARD never needs resurfacing or replacement. Special porcelain-on-steel surface takes chalk beautifully and holds visual aids with magnets. Doesn't scratch, chip, or dent. Bergen County Vocational School, Hackensack, New Jersey. Architect: Lawrence C. Licht.

No need for frequent, costly redecoration. Weldwood products keep school interiors looking cheerful, well-groomed and attractive for years

Whether you are planning a new school or remodeling an old one, it will pay you to investigate the savings with Weldwood products. For beautiful Weldwood panels require little or no upkeep other than an occasional waxing. They never need painting or redecorating.

NEW—NOVOPLY® Consider Novoply, the new wood wall panel which takes rugged treatment and keeps its beauty. The rich "mosaic" look hides nicks and dents, yet the surfaces, which are good both sides, are smooth and stay attractive. Low-cost Novoply is ideal for wall paneling, furniture, and built-ins. Comes in warm pine, or glowing California redwood.

ATTRACTIVE HARDWOOD PANELS. Then there's the wide choice of exquisite Weldwood hardwoods, dozens from which to choose, the finest woods imaginable. Weldwood's natural wood grain adds the touch of warmth, infor-

mality and good taste. Here's real practicality and economy. The luxury of genuine wood panels that grow more beautiful with time, need little or no upkeep—and are guaranteed to last the life of the building.

ARMORPLY® CHALKBOARD. It will pay you to investigate Armorply® Chalkboard. Hundreds of installations coast-to-coast. Its velvet-smooth green surface takes chalk beautifully. Simple to clean . . . permanently defies abrasions, scratching, chipping, cracking or denting. Will not break or shatter. Easily maintained. Does double duty as a board for visual instruction. Small magnets "pin" visual aids and charts to its porcelain-on-steel surface*. Guaranteed to last the life of any building.

These are only a few of the Weldwood products that help keep school housekeeping and decorating expenses low. Investigate them all before you build or remodel. For helpful information, write or visit any of the 60 United States Plywood or U.S.-Mengel showrooms located from coast-to-coast; or see your local lumber dealer.

*The porcelain enamel surface by The Bettinger Corp.

Novoply, Armorply Chalkboard, Weldwood are registered trademarks

Weldwood®

United States Plywood Corporation

WORLD'S LARGEST PLYWOOD ORGANIZATION

Weldwood Building, 55 West 44th Street, New York 36, N. Y.

and

U. S.-Mengel Plywoods, Inc.
Louisville, Kentucky



DISTRIBUTING UNITS IN 60 PRINCIPAL CITIES

United States Plywood Corporation
Weldwood Building, 55 West 44th Street, N. Y. 36, N. Y.

FREE: Please send me literature on ☐ Novoply ☐ Armorply
Chalkboard ☐ other ASB-10-53

Name

Position in school, schoolboard or other

Address

City State



NEW SCHOOL BUS TIRE SAVES SAFELY!

- up to 54% more mileage than even previous Xtra Treds
- up to 50% more nonskid depth than standard bus tires
- almost twice as many stopping and starting edges for better traction—forward or reverse!

NO PRICE INCREASE!

It took a brand-new rubber compound—the toughest Goodyear has ever produced—and a brand-new, scientifically designed tread to bring you greater economy and greater safety all in one tire — the *new* Xtra Tred! To protect your taxpayers AND their children, specify it on all school buses.

Goodyear, Akron 16, Ohio

We think you'll like THE GOODYEAR TELEVISION PLAYHOUSE
every other Sunday—NBC TV Network



NEW XTRA TRED

*In rayon or all Nylon cord
to outlast, outperform,
anything you ever had on
any wheel of a bus!*

THERE'S A GREAT GOODYEAR BUS TIRE FOR EVERY PRICE AND PROBLEM:



HI-MILER RIB—for premium performance at regular prices. Good gripper for traction wheels—smooth roller on front wheels.

DOUBLE-DUTY ROAD LUG—for exceptional traction and endurance on unpaved roads PLUS smooth mileage on the highway.

Xtra Tred, Hi-Miler, Road Lug—T.M.'s The Goodyear Tire & Rubber Company, Akron, Ohio

GOODYEAR

MORE PEOPLE RIDE ON GOODYEAR TIRES THAN ON ANY OTHER KIND

Designed to make parents and school boards breathe easier



INTERNATIONAL SCHOOLMASTER® chassis are designed for safety—first, last, and always.

The driver gets a 3-way safety assist. First, *safer, easier steering* because advanced design achieves true steering geometry and natural angle steering column increases ease of handling. Second, *greater maneuverability* because wide-tread front axles permit SCHOOLMASTERS to turn at the maxi-

mum practical angle of 37°. Third, *sure stopping power* because of INTERNATIONAL Pres-stop hydraulic brakes.

Compare value, performance, price. Add the low operating and maintenance cost, the proved long life of INTERNATIONAL SCHOOLMASTER chassis and you have today's best schoolbus chassis buy. Time payments arranged. See your INTERNATIONAL Dealer or Branch today.

INTERNATIONAL HARVESTER COMPANY • CHICAGO



International Harvester Builds **McCORMICK®** Farm Equipment and **FARMALL®** Tractors... Motor Trucks... Industrial Power... Refrigerators and Freezers

Better roads mean a better America

INTERNATIONAL TRUCKS

"Standard of the Highway"



How much is **GOOD** seating worth?

Let's look at it this way: good gymstand and grandstand seating may cost up to any figure you wish to mention, but its *worth* depends upon a multiplicity of factors.

That's why it is mandatory, in making an important investment in good seating, to check *and double-check* the comparative feature-for-feature value of the products you consider.

Your final decision to specify or buy should be based on a careful analysis of the "musts" of good seating—durability, utility, economy, appearance, comfort, maximum visibility . . . **SAFETY**.

By following this sound course of action, you can truly predetermine the real worth of your purchase.

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A Middle Way in —

Human Relations and the School Superintendency

Marcella R. Kelly, Ph.D.*

Until fairly recently, to organize, to supervise, and to deputize were considered the chief tasks of the public-school administrator. In the past decade, however, with interest heightened in the school superintendency as a profession, two additional major functions have emerged, namely: to publicize and to humanize. Of all these and the many less-emphasized functions associated with the administration of a school system, the last — *to humanize* — is probably a superintendent's most important task. Paradoxically enough, however, it is also probably the most neglected.

There are several reasons why the "human relations" function of the school superintendency has received less attention than have other aspects of the job. In the main, human relations as a social science has been a comparatively new development, and the school superintendency as a profession is a goal just in the process of emergence. Moreover, the whole area of human relations, significant though it be, is less tangible, less objective, as it were, than the areas of organization, supervision, authorization, or public relations. It is more subtle, too, demanding a keen insight into the complexities of human nature and a sincere interest in the worth and dignity of the human personality.

The Older Philosophy

Still another conditioning factor has been the effect prevailing philosophies of education have had upon school administration from time to time. The philosophy of authoritarianism left little room for the development of human relations as a func-

tion of the superintendency. The traditional superintendent ordered his personnel through the exercise of authority delegated to him by the School Committee or Board of Education. School policies and procedures did not emerge or evolve as the result of discussion, conference, and mental interaction between superintendent and staff. They suddenly *were* because he, the superintendent, decreed they should be.

Rigid authoritarianism has been known to order personnel without consultation or explanation; to limit the activities of teachers without justifiable reason; to discipline staff members without the courtesy of a hearing; to deny the maladjusted adjustment without consideration of the pertinent facts; to superimpose ideas, curricula, and methods without allowing teachers the privilege of participation or discussion.

Benevolent authoritarianism, though more subtle in action is, nonetheless, no more righteous in principle than rigid authoritarianism. The only difference is in method of attack. Here the superintendent invites the confidence of personnel, interests the staff in participation, considers the "peevs" of teachers, and gives so-called "lip service" to democratic procedures, because, on the surface, it "looks good" and makes teachers "feel important." Despite this seeming willingness to show regard for teachers as intelligent human beings, the benevolent dictator, in the final analysis, does eventually what he would have done anyway with or without the consultation of his personnel. In this increasingly enlightened era, in which many teachers have had excellent preparatory background for their respective teaching tasks, these nuances in administrative

approach do not go unnoticed. Usually they are all too completely understood by the teaching personnel and tend only to result in resentment and dissatisfaction.

"Laissez-Faire" Also Bad

A policy of school administration, equally as dangerous as authoritarianism in human relations, is "laissez-faire-ism." There are those in the superintendency who believe that they should intervene as little as possible in personnel problems. They "delegate" authority to the next person "down" the line because "it was always done that way." Or, some superintendents just find it more expedient to let things be as they are, or let teachers proceed as they will, irrespective of the long-range effects of such action. These superintendents operate almost exclusively on the "don't let yourself get involved" or "things will take care of themselves" premise.

Because of the inadequate attention paid to the implications of human relations as an aspect of school administration, there has come to be, in some places, a definite cleavage between duly constituted authority, on the one hand, and the teaching corps, on the other. Where this condition obtains, teachers seem ever to be on the defensive. They suspect authority; they resent it; they defy it. They are as sensitive of their position in the matter as labor is sensitive to capital. This is indeed regrettable. Confusion and disorder are bound to result.

Failure of educational leaders to crystallize democracy and to define authority in school administration, particularly in application to human relations, has created a situation that is far from wholesome.

*Assistant Superintendent of Schools, Holyoke, Mass.

Teachers, in their rejection of authoritarianism have lost, in considerable measure, respect for and acceptance of democratic controls rightfully vested in duly constituted authority under the form of government in which we live. Government, without leadership and without controls, whether it be government of a nation or a school system, is anarchy. In a democracy, leadership and controls are achieved by the will of the people for the good of the majority. Once they "become," cooperative endeavor is the duty of all citizens. Attack, therefore, should not be directed against leadership per se or control per se, but rather against the inadequate functions of leadership and against the ineffectiveness of the controls.

Authority in Democracy Necessary

While there has been much talk of democracy in administration, there has been too little understanding of its concept. It does not, and should not, mean license for

teachers to dismiss legitimately constituted authority or reject validly organized controls as being traditional and anachronistic; it does not and should not mean that a superintendent ought literally to abdicate his responsibilities in favor of a multitude who speak in a wilderness of doubt.

At a recent meeting of school leaders, one superintendent in informal discussion remarked that for a superintendent to send a directive to teachers was most undemocratic. "It's no longer done," he said. This superficial way of defining the terms of democracy has led only to confusion and uncertainty.

Democracy in administration and the practice of good human relations go hand in hand. A proper concept of democracy insures better human relations; conversely, better human relations promote the ideals of democracy.

The science of human relations as applied to the superintendency has many implications. It means having a sensitive awareness of people. It means taking a

sincere and positive interest in teachers as people, their needs, their aspirations, their social climate, and their physical environment. In large school systems where it is impossible for a superintendent to know all teachers personally, it will be to his advantage to inventory their needs through respective principals and supervisors. It means indicating a willingness to discuss problems, to reduce variances, to alleviate tensions, and to make adjustments whenever and wherever such action is feasible and possible. It means allowing teachers and principals to exercise reasonable freedom in the direction and management of their buildings and classes. It means inviting teachers to share in the selection of textbooks, the revision of curricula, and the making of personnel policies. It means understanding the principles of democracy in action and exerting leadership worthy of the democratic frame of reference. All this is no easy task. It is, however, a necessary function of the superintendency as we know it today.

We Bring the Community Into Our Schools

*T. Edward Rutter**

Every parent, who has sat at the dinner table and heard his children tell of the day's happenings at school, knows that public schools in America touch family life in an intimate way, week after week and year after year. Because of this close contact between the home and the classroom, our schools are perhaps better suited to community co-operation in planning than any other official government agency.

Schools in Arlington, Virginia, have tried to make use of this natural interest in schools by bringing citizens into school advisory groups and by encouraging parents and teachers to co-operate in many phases of school enrichment.

Arlington's school citizens' advisory committees and councils have had a good deal of publicity. These groups enlist the aid of more than 500 men and women of the community to serve specific school needs.

First among the group are advisory committees, one for each school, named by the school board to keep a watchful eye on the individual school, and to serve as a liaison between the school community, the superintendent, and the school board.

Principals Recommend Parents

Since it is impossible for Arlington school

*Superintendent of Schools, Arlington County, Va.

board members to be really well acquainted with all patrons in each of its more than forty schools, the board usually asks principals to recommend parents to be named on the advisory committees. Each committee member is appointed for one year but may be reappointed. The committees range in size from three members for the smallest schools to as many as seven for junior and senior high schools.

Each committee appoints its own chairman, meets as often as necessary to consider the condition of the school building and grounds, and any other matters which

the members wish to call to the attention of the school board.

Not all advisory committee requests can be granted—but the committees help to bring about improvements which board members might not recognize as needed. Also, the committee members are urged to attend regular school board meetings to learn about the schools. All committees are called in for consultation as an entire group when some specific problem faces the school board and the board wishes to get the reaction of the community as a whole.



The Home Economics Advisory Council at one of its regular meetings in the beautifully appointed Washington-and-Lee High School Home Economics suite.

Work of Advisory Councils

Advisory councils, also appointed by the school board, serve in Arlington to assist the board in its planning concerning sixteen different fields of curriculum and administration.

During the past year, councils studied and made recommendations concerning art, audio-visual education, budget procedures, construction, distributive education, guidance, health, home economics, libraries, music, personnel policies, physical educa-

tion, school lunches, special education for the handicapped, speech (including radio, TV, and drama), and trades and industry.

with all phases of our school program and with all members of the staff, it has been found worth while to set up two liaison groups among paid members of the school staff.

First, there is a well-functioning Superintendent's Advisory Council, composed of eleven selected supervisors and principals, who meet with the superintendent once a month to present matters which might otherwise escape his attention and to give their opinions concerning phases of school management which the superintendent

classroom discipline, and the teaching of arithmetic and reading are among topics discussed last year by the Parents' Council. The associate superintendent in charge of instruction directs this group.

A Teacher's Council on Instruction is another unique organization in Arlington. The Teachers' Council is made up of one teacher representative from each of Arlington's public schools. They meet for half a day once each month to report problems from each building for which county-wide policies are needed, and also



The Advisory Committees work with the board in the solution of individual as well as general problems. Illustrated are members of the Henry Elementary School and Jefferson Junior High School committees who worked with the board on plans for additions to those schools.

tion, school lunches, special education for the handicapped, speech (including radio, TV, and drama), and trades and industry.

A member of the school staff, such as the supervisor in the field under study, serves as executive secretary of each advisory council. A citizen chairman is named for each.

Every school board which names advisory committees and councils must face the fact that it is a time-consuming job to work with community groups. However, the Arlington board hears all recommendations from these bodies and learns much from them concerning what should be done in its various schools and departments. It has proved valuable to call all the groups together once or twice a year to discuss the general school picture and thus to inform this block of interested citizens of the way in which school problems are being met in Arlington.

Liaison Groups Established

In order to carry democratic principles into general school management and also in order to keep more closely in touch

wishes to discuss with them.

Second, Arlington also has a Superintendent's Central Committee of Teachers who discuss with the superintendent general personnel problems which may arise. Members of this committee are elected by vote of the teachers themselves. Thirteen teachers represented a total staff of about 700 last year.

In the field of instruction, two bodies function in Arlington to bring in as much general "know-how" as possible and also to acquaint teachers and parents with the many new things being done in Arlington schools.

A Parents' Council of Instruction meets once a month to study various phases of the curriculum and the teaching program. Members of this group include one or more parents named by the Parent-Teacher Association at each individual school, together with supervisors and principals who attend whenever some subject is to be brought up in which they can be helpful. All other interested persons are also invited to attend.

Extracurricular activities, family life education, the gifted child, homework,

to develop instructional practices which may benefit all the schools. This organization, with its alert membership reporting back to the teachers in each building, has engaged in extensive activity which has done much to improve teaching and curriculum in Arlington.

Arlington's story of community co-operation in the schools would not be complete without mention of how some individual schools in the county get help from citizens in their own areas to enrich the curriculum.

Tapping Hidden Resources

Officials of Read School, an elementary building housing more than 700 pupils, made a community survey last year to list the resources available in that vicinity to make school subjects more colorful and interesting. They discovered parents who had lived in foreign countries, others who had traveled on business or pleasure to far corners of the world. They found camera enthusiasts with movie and still photographs which they were happy to share with the pupils. Residents who had

(Concluded on page 90)

Let's Implement Health Instruction

Ross L. Allen, Dr. P.H.*

No one dislikes the word "implement" more than the writer. Yet it fits the situation in which school administrators find themselves. You are a bit "on the spot" as far as health teaching is concerned. There is increasing public pressure to do something about the provision of health education in the public schools. Parents are beginning to wonder if there is anything to health as one of the first objectives of education. These words should be familiar to you for your own national organizations have made such statements of policy in formulations of objectives. Are we really doing anything about health teaching as a significant inclusion in the school curriculum? Are we really implementing health in our schools? Let us look frankly at the status of health teaching.

Using Teachable Moments

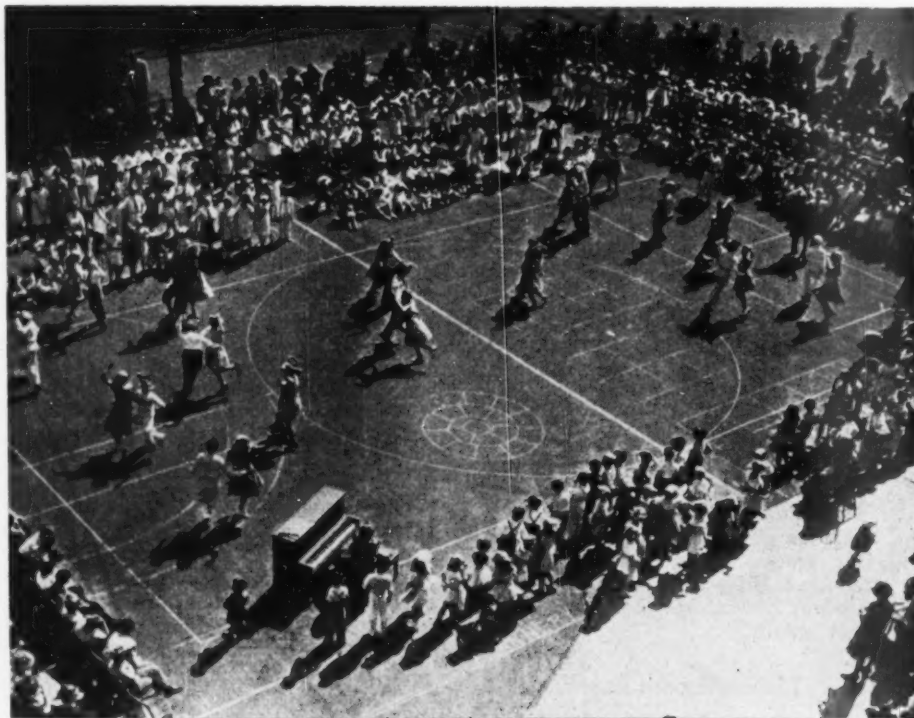
In the elementary schools we expect our teachers to instruct children in wholesome living. At least, on paper, we expect children to develop wholesome habits and attitudes of health, and we believe that some simple basic health information should be part of their equipment. All of us accept this; we do accept our responsibility for the health education, in part, of our students. We expect that parents and community agencies will assume responsibility for their fair share of the complete education of the child for health. How do we go about attaining this health objective? In the elementary school, we have agreed that "integration" is the procedure that is most effective and feasible. We expect our elementary school teachers to teach health when there are "teachable" moments—whether they occur in arithmetic, social studies, or in the school corridor. Advantage should be taken of every situation that offers health teaching opportunities. In addition to integration, we rely upon a few brief units—or "direct" teaching of health. Rarely do we give any time for these units similar to the time allotments for the traditional subjects. We depend largely upon "integration."

In theory, this is excellent procedure, but there are so many facets in its practical

application! We assume, for example, that teachers are adequately trained in health, when we know that it is the exceptional training institution that requires more than one 2- or 3-hour course in personal health in its whole curriculum. Where are the elementary teachers expected to get even basic knowledge of healthful living. Surely, not from one course! Just how are these teachers to use "teachable" moments in health when they do not have the training or even the knowledge to recognize them when they do occur? Perhaps some of you will say, "what concern is this of mine? The teacher-training institutions are at fault. They should require more in health education." But you know that these institutions *will* include such teaching, if *you* as an administrator will demand it as a qualification for employment.

Why Not Check Health Attainments

Again, you evaluate the progress of your teachers and students in attaining certain standard achievements in arithmetic, social studies, music, etc. Do you ever check the health attainments of students? If you did, syllabi would have to be revised, and teachers would eventually gain the attitude that accomplishment in health status is just as important as meeting standardized norms in the arts of communication and the like. Yes, until you make health important as a school inclusion, you cannot expect teachers to place emphasis on healthful school living. Parents—the public—are beginning to realize this. They want health for their children in peace, too!



Play festivals allow for maximum participation in outdoor health education and in Milwaukee provide a fitting close to summer activities.

*Professor, Health Education, State Teachers College, Cortland, N. Y.

For the elementary school, administrators should insist on better qualified teachers in the health area; they should truly make health teaching important in the curriculum; they should evaluate the health progress of their students regularly and continuously—if they agree that health is an important objective of education.

The health teaching situation on the secondary level is probably worse than in the elementary schools. High school teachers are even more subject-minded than those in the primary and intermediate grades. At least, the grade school teacher seems to have a better approach to the "whole" child.

The High School Situation

By the time the child reaches adolescence, and during this period, there is great need for healthful habits and attitudes, and there is increasing demand for health information if the growing youngster is to succeed in fitting himself satisfactorily in our way of living. How do we go about educating for health in the secondary school? Most high school graduates will have one half or one unit of health on their diplomas. How has this been gained? One of the customary ways is to delete one period each week for one or two years from an all-important physical-education program, and assign this period to "hygiene." This procedure alone puts health teaching "behind the eight ball." The student is taken from a program which, in most cases he thoroughly enjoys, and in which he receives too little opportunity to



Basketball tournaments interest the adult community.

indulge. Furthermore, the hygiene class is taken over by a physical-education instructor. This may be a logical selection from an administrative standpoint, but very often the physical educator is poorly or inadequately trained in health teaching, and he feels that his time could be much better spent in the area—physical edu-

cation—which he has selected for a life career. No, one period a week out of physical education to teach health is far from being a significant means of attaining our health objective. It is only a convenient method for meeting a requirement to which little importance is attached. If we must use this method, physical educators must have more adequate training in health teaching, and there must be an adequate time allotment for it *in addition* to physical education classes. A reasonable suggestion would be four periods a week for at least two years during high school.

Contrasted with this "direct" method of teaching health, we meet our old friend, "integration," used in high schools. Of course, health is taught in our science classes, in social studies, in home economics, in vocational classes, etc. Again, this would be a workable plan if teachers were trained in health education (and they are not), and if they did not have a tremendous amount of subject matter which they must cover and which has little or no relation to the health of the pupil. Since these special subject teachers are judged for competency primarily for the specific content of their specific areas, rather than for health teaching attainment, it is little wonder that health is given the "brush off." What is everyone's business is no one's business!

What Can Be Done?

Enough of adverse criticism! What should and can be done? In the first place,



No program is complete without football.

school administrators should realize that health teaching requires much more than the imparting of health information. There is an approach to health teaching that must be taught to those teachers of specific subject matter which has considerable health potentialities. This approach makes a difference — the difference between students rating "hygiene" as dull and dead, and an attitude toward health that it is lively, personal, and meaningful in actual living. Teacher-training institutions are involved, but the approach will be taught only when school administrators demand it of their teachers.

Health in the high school should be taught using both "direct" and "integrated" procedures. To accomplish this, an increasing number of colleges and universities are training students to become health education teachers and health coordinators. They assume the responsibility of direct health teaching; they are effective in the in-service training of other teachers in the school in matters of health teaching and health potentialities in their own subjects; they assume the function of health counseling; and finally, they can co-ordinate the three major phases of a comprehensive school health education program — health service and guidance, healthful school environment, and health teaching.

If school administrators want truly edu-



All children can take part in basketball.

cated citizens in health for our democratic way of life — and they do — it is time to get out of our lethargy — let's implement

the health objectives that you have chosen. The public wants healthy children and adults!

Recent Judicial Opinion — IX:

DISTRICT ELECTIONS *Relating to School Building Improvements*

Stephen F. Roach, Ph.D.*

The survey of schoolhousing conditions in the United States, as presented recently by the U. S. Office of Education, revealed some alarming facts. Thus: 21 per cent of the enrolled public school children attend school in "unsatisfactory" buildings; 27 per cent of the school buildings in use are more than thirty years old; 46 per cent of the classrooms in present use are overcrowded; and most disturbing of all, 20 per cent of the enrolled pupils are housed in structures that *do not meet conditions of fire safety*.

Facts such as these, and others related to them — viz., as of September, 1952, over 325,000 additional instruction rooms were

*J. J. Ferris High School, Jersey City 2, N. J.

needed in this country, to accommodate satisfactorily the children *then in attendance* — adequately portray the tasks pertaining to school building that now face school board members in the United States. The editor of this JOURNAL put it well in his editorial in the January, 1953, issue when he said: "The year 1953 will provide the school boards with numerous challenges for upbuilding the educational system of the country by meeting the schoolplant needs courageously and without delays."

In meeting this need for improved school facilities, boards are frequently faced with the related problems of selecting and purchasing building sites. A significant court

case¹ pertaining to such problems was adjudicated in the Supreme Court of Illinois on May 20, 1953.

Facts of the Case

On May 17, 1952, the electors of School District No. 41 voted on a series of proposed building improvements in their district. Two forms of ballots were used.

Ballot No. 2 submitted to the voters five propositions which, if approved by the necessary number of voters, would authorize: (1) the purchase of a new school site; (2) the building of a new

¹Adams et al. v. Bd. of Educ. of School Dist. No. 41, DuPage County, cited as 112 N. E. 2d 473 in the National Reporter System.

school; (3) the building of an addition to an existing school; (4) the issuance of bonds to purchase the site and build the new school; and (5) the issuance of bonds to build the addition. Ballot No. 1 had to do with the selection of a site—from three specified therein—in the event the purchase of a new site was authorized.

At the election, all the propositions on ballot No. 2 carried; with the vote on the proposition relating to the purchase of the new site showing 1144 votes in favor and 653 votes against. Of the three sites specified on ballot No. 1, the first (called the "Hawthorne" site) received 868 votes, the second 158, and the third 593.

Though 1933 of each of the ballots were distributed to the voters, only 1619 of the No. 1 form and [presumably] 1797 of the No. 2 form were counted by the election officials. The remaining ballots were either not returned, returned in blank, or erroneously voted—and hence were not counted.

A petition to contest the election was dismissed in the lower courts on the ground that the 868 votes cast for the Hawthorne site constituted "a majority of all the votes at said election voting on the proposition," and was in compliance with existing statute.

This decision was appealed to the highest state court on the grounds, primarily, that: (1) the site selected could not be acquired unless the authority to purchase a site were given, and therefore, the general purchase of a site could not be considered separately from the selection of a particular site; (2) for a site to be *selected*, it must have received a majority of the votes cast on the proposition to *purchase* a site.

In connection with the latter claim, it should be voted that 1797 votes were cast on the proposition to *purchase* a site (ballot No. 2); hence a majority here would require 899 votes, some 31 more than were actually cast for the Hawthorne site on Ballot No. 1.

The Issues

Fundamentally, the issue here might be stated: as a proposition in a school district election, does the question of the *purchase* of a school site include within its scope the legal aspects of the question of the site's *selection*?

As spelled out in the grounds for appeal, this issue had two facets in the case in point. First, in a school district election, is the question of the *selection* of a particular site for a proposed school building to be considered separately from the question of the *purchase* of the site? Second, must the majority voted on the proposition to *select* a specific school site be numerically related to the majority voted on the separate proposition to *purchase* the site; or to the total number of votes cast at the election?

In this latter instance, it will be noted that 1797 votes were cast on Ballot No. 2, but only 1619 on Ballot No. 1. Hence a majority of the total votes cast at the election might involve the larger of these, and would require 899 votes. However, the question of the *selection* of the site appeared on the ballot on which the 1619 votes were cast. Of this 810 votes would be sufficient for a majority. The Hawthorne site, it will be remembered, received 868 votes.

Findings of the Court

After noting that each of the two ballots was in strict conformance with the respective sections of the Illinois School Code which dealt, *separately*, with the *selection* of schoolhouse sites and the *purchasing* of such sites, the court commented: "It is clear . . . that the proposition to purchase a site is separate and distinct from the proposition to select a site."

This was undoubtedly so, the opinion went on, because the statute "recognizes the difference by especially providing the form of ballot to be used at an election to select a school site."

Having thus disposed of the first ground for appeal, the court then turned to the second.

Here the opinion held that the existing statutes relating to, among other propositions, those of purchasing and locating school house sites via district elections did not make the appropriate statutory power available to a board of education "unless authorized by a majority of all votes cast on the proposition at an election called for such purpose." Since, the court continued, "a majority voting on a proposition is not synonymous with a majority of votes cast at an election," it could not agree with the plaintiff's claim that "each proposition [was required to] receive a majority of the votes cast at the election."

Nor was there anything in the statute, the court continued, "to indicate . . . that the vote on the general proposition to purchase a site shall be used as the basis for determining the majority that must be received by any particular proposition in order to be approved by the voters. To so construe the statute would do violence to the language used therein and be contrary to the expressed legislative intent."

"[Since] it is only those ballots legally capable of being counted upon the proposition that determine the majority necessary for approval . . . then only those votes legally and lawfully cast on the selection of a site need be considered in determining the majority necessary for approval. On the proposition for selection of a site 1619 votes were so cast, and the Hawthorne site received 868 votes, well over the bare majority."

As an interesting aside, this opinion also dealt with a point which arose during the higher court hearing. To the allegation of the plaintiff's attorney that the election itself had not been "free and equal, as a greater burden was cast upon a voter who wished to vote against the proposed sites than on one registering an affirmative vote," the court held: "This is a constitutional question and it must appear that it was presented to and passed upon by the trial court, its ruling preserved in the record, and error assigned upon it for such question to be considered by this court. [Since it did not so appear, but was] raised only in argument . . . [the question] cannot be considered by this court."

The court then concluded that the Hawthorne site had been properly designated as the site to be purchased.

Significance of Case

The points of significance in this case, for Illinois school boards particularly, would appear to be fourfold:

1. In a school election, the proposition to purchase a school site is a general one relating to school district improvement and is separate and distinct from the proposition to select such a site.

2. In a school election, the total number of votes cast separately on the general proposition of purchasing a school site is not required to be used as the basis for determining the majority that must be received by any separate particular proposition (viz., selection of site) in order to be approved by the voters.

3. It will be presumed that ballots rejected by officials in a school election relating to school district improvements were rejected for legal cause and were not votes properly cast on any proposition.

4. The majority of votes cast on the separate proposition of selection of a school site is sufficient to approve a certain site, even though the number of votes so cast is less than the majority of total votes cast in the election.

SUPPORTING THE BUDGET

The Des Moines, Iowa, board of education, in its annual budget report, included rather complete information on the several items requested. In explanation of its statement, Supt. J. R. McCombs wrote:

The public is entitled to full information regarding the operation of the school system; failing to receive it there develops misunderstanding, misinformation, and suspicions which reflect unfavorably on the public schools.

Invariably when the public has all of the facts they respond to the program of education proposed. To fail to give them essential information is only courting disaster as far as support for the educational program is concerned.

School Building Authorities

Theodore L. Reller*

(Concluded from September)

The Contributions of Authorities

While authorities are still relatively new it is possible to make some evaluation of their contribution. The following real or potential contributions exist.

1. Needed buildings have been and are being provided in situations in which local bonding power is too limited to meet the need and no other avenue is open. The authorities have thus assisted in meeting an emergency building need, and provisions have been made for children who would otherwise have been on half sessions or in unsafe or inadequate housing. Unmet needs have been so large that the contribution of any plan must be recognized.

2. Provisions have been made in reasonable time since it has been possible to avoid the long delays which frequently occur when elections must be held and various technicalities met and overcome which are at times associated with increasing the debt of governmental units. Since the problem is one of current expense for the local district rather than indebtedness, the legal requirements to be met tend to be less involved. Many projects have gone forward which would not have been possible under traditional arrangements.

3. More adequate attendance and administrative units have been achieved, especially in Pennsylvania, than would probably have resulted from developments in accord with the exercise of the traditional bonding power of local districts.

4. Authorities may stimulate recognition of the fact that many local districts cannot meet their capital outlay needs alone. They may thus be an important transitional plan leading to the development of a sound state plan for meeting capital outlay needs and for participating in the costs of such a plan. General state aid for capital outlay on an equalization plan might well develop in Pennsylvania, for example, as a result of the operation of the Authority. The relating of the Authority to the minimum foundation program in Georgia may also be a step toward a better program.

5. Costs may be lower since charges such as those connected with issuing bonds and providing inspection may be reduced. Furthermore under the state authority specifications may be better drawn than would be the case

in many local situations and more competitive bidding might well result.

6. In emergency periods such as the present when steel and other supplies may be difficult to get, it should be possible to develop a more equitable and satisfactory plan pertaining to such materials more easily on a state basis than when each district is working to satisfy its own needs.

The Limitations of Authorities

While authorities have been and are making certain contributions, attention must also be focused on their limitations. Among these are the following:

1. They are to a significant extent a device through which debt limits may be exceeded. Would it not be better to increase debt limits if they are too low? Are authorities not building up a hidden debt which in the years ahead may press heavily upon many school districts? Too large a percentage of current income may be needed to meet rental costs and debt service to the detriment of direct instructional costs.

2. They may come into conflict with state and local educational authorities or they may enable projects to be carried forward which should not be approved. Being primarily financing agents this could result. The Authority is still another state agency working in the field of education—an area in which many states already have too many boards and agencies.

3. They may delay the development of sound long-range programs for meeting capital outlay needs in which the states share in an equitable manner. Authorities may give the appearance of meeting the need though careful examination of the ability and need of various districts indicates that some simply do not have the resources to meet capital outlay needs. To encourage them to enter into a large though hidden "indebtedness" is not a sound solution to the problem. This problem can, of course, be met in significant measure if the state develops an adequate participation-equalization plan for capital outlay and enables districts to share in it through an Authority or otherwise.

4. It may result in undesirable centralization—in shifting control and responsibility for schoolhousing from the local school district to a state agency. While at least in some states every effort is now made to have

the local district participate in making the essential studies and developing the plan, this will not necessarily continue. With the increased experience of the Authority and the desire for getting the job done quickly it will be easy for the local district to show less initiative and to take less responsibility. When the need of having schoolhouse planning based upon the educational and community needs is recognized, the danger of widespread uniformity is apparent. More rather than less designing of buildings to meet particular and clearly defined needs would be desirable. More rather than less creative expression through the school plant is imperative.

5. Authority financing may well prove to be more expensive despite certain small economies which may be effected as stated under the contributions. Overhead of large state organizations can grow and remain rather unchallenged. More significant probably in terms of costs is the fact that interest rates on revenue bonds of the type issued by Authorities are substantially higher than interest charges paid by states and by the majority of local districts. Why should states and their subdivisions resort to indirect financing with considerably higher costs than would be incurred through direct action?

6. Authorities tend to make democratic action distant, subject to little review, and thus they may decrease public interest in public education. At a time when it is generally recognized that more public interest and participation in public education is necessary the Authority may well tend to decrease it. Perhaps some of the statutes pertaining to bonding and the creating of more adequate administrative units are unnecessarily cumbersome and even unsound. They may even have been designed to prevent action. In such case they should be revised—rather than securing action which tends to avoid public participation in policy making.

Conclusion

State public school housing Authorities are a relatively recent development, though public authorities designed to render public services to the people directly rather than to governmental units have functioned successfully for many years. State public schoolhousing Authorities have resulted from a series of conditions such as: inadequate bonding power of school districts; high costs of construction; need for schoolhousing because of population increases and failure to build sufficiently during recent decades; failure of states to develop state finance plans which recognize capital outlay costs and provide for them. They have and are making a contribution in the immediate situation in meeting what might be regarded as emergency needs. They are resulting in some constructive and sound developments. They should be recognized, however, as not being a sound, fundamental development which can be looked upon favorably in the long run. At their best they involve an equalization feature. But why should

(Concluded on page 90)

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Modernize Your Typewriting Laboratory

Archie C. Thomas*

Typewriting instruction in tens of thousands of communities must of necessity be given for years to come in the same rooms in which it is now being conducted. This article challenges school board members of these communities to take the initiative in effecting the modernization of the typewriting laboratories in their high schools. The notably short tenure of superintendents, principals, and business teachers is one of the main reasons the typing laboratories of so many schools are antiquated in lighting, furniture, and equipment. There are other reasons and combinations of reasons for outdated typing rooms, but regardless of the reasons for existing inadequacies, the boys and girls taking typewriting in these communities are the unfortunate ones who are being shortchanged.

You, Mr. Schoolboard Member, are urged to visit personally the typing laboratory in your school; to become acquainted with your business teacher; to measure with a light meter the footcandles of lighting at desk level (the close reading required in typing demands a minimum of 30 foot-candles of well-diffused lighting at desk level); to sit on the hard-seat, straight-back typing chairs; to reflect on the discomfort of sitting on such chairs hour after hour and day after day; to evaluate the adequacy of the equipment provided your typing students; and to contemplate the several ways in which you can economically modernize the typing laboratory of your high school.

Revise Your Objectives

Typewriting is a tool of literacy and every high school student should be encouraged to take one or more semesters of this training. In order that students may be comfortable and happy while working in the typing laboratory, the poor lighting, poor ventilation, uncomfortable chairs, and shakily typing tables now prevalent in most classrooms must be replaced with more satisfactory equipment.

The basic goals for typing instruction should be raw typing speed with usable accuracy along with a limited amount of exploratory practice in the areas of letter writing, rough drafts, tabulations, filling in business forms, and similar related

business typing. Regardless of whether the typing program includes two, three, or four semesters, typewriting instruction should include: the operation of a liquid duplicator and the preparation of copy for it; the typing of stencils, the use of the mimeoscope, and the operation of the mimeograph; the operation of adding machines; the operation of electric typewriters; the performance of filing exercises the operation of voice-writing equipment; and the transcription of shorthand notes by students concurrently enrolled in shorthand.

Improve Your Typing Room

In all probability the typing room in your community is dimly lighted and not too well ventilated. Although it may be neither feasible nor desirable to remodel your entire high school building, you can, with very nominal expense, bring about several minor improvements that will prove

beneficial to your typing students.

Make certain that your typing students have ample lighting. This is *your* responsibility. Even though your attention should have been focused on this very essential problem years ago, the eyesight and efficiency of your typing students are still being jeopardized by the lack of ample lighting in the typing room. The installation of fluorescent lighting is a simple solution to your lighting problem. Though fluorescent lighting costs somewhat more to install, its substantial long-run economies in operation commend it to budget-minded school board members—and to the tax-conscious public. The repainting of ceiling and walls with nonspecular paints will greatly enhance the lighting efficiency of newly installed fluorescent fixtures. Make good lighting in the typing room your first *must*.

Inexpensive glass draft deflectors which will simplify control of air currents and im-



Students benefit from the transcription of machine records dictated materials quite as much as from the use of their own shorthand notes.

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prove ventilation should be installed at the windows of the typing room.

Your typing room may lack adequate blackboard space to accommodate instruction in shorthand and the other requisites of an up-to-date typing program. Additional blackboard space, modern in materials and design, can be inexpensively provided.

One corner of the typing laboratory should be wired for electrical equipment such as voice writers, mimeoscope, adding machines, and electric typewriters. The provision of numerous outlets will prove economical. They should be placed waist high for convenient connecting and disconnecting of the machines. The training afforded by these electric machines is so valuable to high school students that the cost of electric outlets should not be allowed to be a barrier to the complete implementation of the program.

The broadened scope of a modern typing program may require the addition of either built-in or movable storage cabinets. Although movable cabinets are usually more desirable than built-in cabinets, expediency may demand the latter, which are less expensive.

Replace Unsatisfactory Furniture

One of the most important furniture changes to be considered for the typing laboratory is the replacement of hard-seat, straight-back chairs with posture chairs equipped with cushioned spring seats. A

laboratory of 30 typing stations can be furnished with these comfortable chairs for approximately \$625. If a typing station were used 5 periods a day, 5 days a week, 36 weeks a year for the next 12 years, a total of 10,800 class periods of student comfort would be provided for \$20—actually at less than $\frac{1}{5}$ cent per student class period. These chairs can be expected to render service longer than twelve years; and, in addition, your students will enjoy these comfortable chairs during thousands of hours of out-of-class practice periods—and the installation of posture chairs will increase materially the number of such practice periods. These chairs increase efficiency due to improved posture and lessened fatigue. Few people in your community will consider $\frac{1}{5}$ cent too much to pay for an hour of student comfort—especially those who pay 15 cents for the rental of cushions at athletic contests.

The replacement of shakily typing tables with secretarial desks is the second most important furniture change recommended for the typing laboratory. A few years ago it was quite common to find typing rooms in which students sat on long, narrow benches at typewriters that were closely spaced on long, sagging, taller benches. The reason for this arrangement was to show school authorities and taxpayers that large numbers of students could be *monitored* by a single teacher, and thus prove that the total cost and the per student cost of typewriting in-



Experience in the use of dictating machines is essential for a balanced course.

struction was low enough to merit a place in the curriculum. In nearly all schools today individual tables have replaced those unsatisfactory benches. However, these replacement tables were made short and narrow so that huge numbers of students could still be *monitored* by a typing teacher. A *monitor* is worth but a very scant wage, and the real value of his services increases very little regardless of the total number of students he manages to *monitor*. Today you should expect and demand services above and beyond those of a *monitor* from your highly trained degree teachers; but you can't expect your typing teacher to do an up-to-date teaching job in a *monitorally* arranged laboratory. The laboratory furniture of yesterday was appropriate for the teaching methods prevalent in 1927, when the writer took his first typewriting course. Upon entering the typing class for the first time, he was instructed: "You have the textbook, choose any typewriter not in use, the budgets for the semester are on the bulletin board, and you must be able to type 25 words a minute in order to pass." That was the extent of the first semester's instruction. Even though our philosophy and methodology of teaching typing have changed drastically (or have they?), we are still using furniture appropriate for yesterday's philosophy. If you would bring your typing laboratory up to date, start converting to a type of work station that is appropriate to today's philosophy—the secretarial desk.

Because these desirable secretarial desks cost from \$65 to \$105, complete conversion may have to be spread over a three-, four-, or five-year period. Fort Hays State College was a flash-flood victim which lost all of its wooden equipment in one splash. Rather than pay around \$65 for wooden replacements, metal secretarial desks were bought at \$105 each. The students, the



A properly equipped typing laboratory duplicates the office situation in which the student will later work.

typing teachers, and the school administrators are all very glad today that the more expensive desks were purchased. You and your community will be happy and proud to have your typists benefit from the advantages afforded by modern secretarial desks. Three advantages favoring the use of secretarial desks are: (1) the student receives training under conditions approximating those under which she or he will work in business offices; (2) the secretarial desk permits the typing teacher to incorporate secretarial transcribing as part of the typing training for students concurrently enrolled in shorthand; and (3) the shorthand teacher can broaden her secretarial program so that all stenography students will receive the benefits derived from transcribing shorthand notes at the typewriter into mailable letters and usable transcripts.

Dictionaries and other essential reference materials should be made accessible to your typing and stenography students. If additional furniture is required for these reference materials, it would be wise to select trim tables and stands that harmonize with the projected furniture scheme.

Supply Needed Laboratory Equipment

Typewriter manufacturers and typewriter salesmen have done a superb job

of selling business teachers, school administrators, and school board members on the economy of replacing classroom typewriters once every three years. As a result of their successful selling, the typewriter situation in most schools is quite satisfactory. Other pieces of desirable laboratory equipment have not been so diligently promoted; consequently, most of our typing laboratories are without many pieces of desirable and essential equipment.

If your typing laboratory lacks adding machines, a mimeoscope, a mimeograph, a liquid duplicator, filing equipment, voice-writing machines, or electric typewriters, a program of acquisition of these additional machines should be started. Even though only a few of these machines can be added annually, it will not take long to adequately equip your typing room. Many improvements would be effected in thousands of typing laboratories if all school board members became apprised of the essentials of a well-equipped laboratory and of the inadequacies in the laboratory in their own school.

Summary

In conclusion, the writer recommends the immediate provision of ventilation deflectors, blackboard space, electrical outlets, and other needed improvements that do not require much money or labor. Of

the more expensive improvements, the provision of ample lighting through the installation of fluorescent lamps is unquestionably the most important item. The replacement of hard-seat, straight-back chairs with posture chairs ranks second in importance. Replacement of shabby tables with secretarial desks ranks very close in importance to these first two major items.

Perhaps the duplicators—liquid and mimeograph—deserve first place on your equipment acquisition list. Adding machines and filing equipment deserve high priority as they make possible important training at relatively low cost. Although transcribing machines and electric typewriters are quite expensive, local businessmen will enthusiastically endorse training on these machines as part of the high school student's typing training. Your local businessmen will more readily incorporate these machines into their office equipment plans if they can be assured an ample supply of high school graduates trained to operate them skillfully.

The schools are an integral part of the community—growing out of the community, and just as surely growing back into it. An active, informed school board can be a moving force toward community progress. The modernization of the high school typing laboratory is one of the legal and social responsibilities of the school board.

Increased Child Population —

School Organization and Urban-Suburban-Rural Relations

*Philip A. Falk**

The spectacular rise in birth rate in recent years will have far-reaching consequences. The impact on the demand for baby food, children's clothing, toys, scooters, tricycles, and bicycles, and ultimately on school buildings, elementary through college, then on marriages, new homes, and new bumper baby crops is obvious.

However, among the not so obvious consequences is that it is bringing into focus the long-smoldering problem of school organization. This problem is not a neat concise problem which can be attacked on its own and in isolation but is closely tied in with the complex problems of urban-

suburban-rural governmental relations.

Immediately surrounding most cities are rapidly growing suburban developments. Economically, socially, religiously, culturally they are integral parts of the city. Governmentally they are separate. Many of these areas have been sending all their children to city schools on a tuition basis. Some have elementary schools of their own and send only high school children to city high schools on a tuition basis.

Out beyond this suburban fringe are distinctly rural areas that have maintained elementary schools but have relied on nearby cities for high school services.

With the small depression crop of chil-

dren in school during the late 1930's and 1940's, cities had welcomed pupils from outlying areas on a tuition basis. However, now with the impending squeeze on school capacity, it is another matter.

Strained Relationships

Bitter controversy now often characterizes the relationships between the city and suburban areas. To facilitate sound, long-range planning and to insure that all beneficiaries carry their just share of tax costs, the City Fathers believe these suburban areas should be annexed to the city for all purposes. They do not believe that suburban areas should pick and choose

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among city services those in which they will share. In other words, they argue that since most of these suburbanites work, worship, and play in the city that they should participate in all the costs of operating the city and not be permitted to select, for example, school services only or water services only in which to share.

The suburbanites argue that they moved into the suburban areas for "elbow room" and to get away from city control. They feel that they want independence and the local autonomy they can enjoy in an independent village. They deny that the big real-estate signboards which say, "Live in X Suburb; Enjoy city privileges; Avoid city taxes" reflect their attitude. In fact some suburbanites can prove that their costs are higher. They say they will gladly pay the full cost of any city services they seek.

The issue is being brought to a head by the oncoming hordes of children. Cities are going to have to enlarge their school plants. The question confronting cities is whether they should build schools for children of suburban parents who prefer to live outside the city. Many of these outlying areas would be glad to join the city for school purposes only, and they are perfectly willing to pay the school tax rate.

Cost and Service Problems

City officials claim that the school tax rate does not cover all costs incident to the erection, maintenance, and operation of the school. Such incidental costs as streets, police and fire protection are not included. Further legal complications may be involved in health services which are provided through the city board of health. Not only are services to nonresidents in school questionable, but it is doubtful if city nurses may go into the homes of children who live outside the city proper. There is question as to whether the recreation program, operated by the city or the board of education, can render services outside the city. The school-crossing patrolmen under the jurisdiction of the police department cannot go outside the city. Further, should there be need for a new school in an area annexed for school purposes only, there is question as to whether a city which might have to assume 99 per cent of the cost would be willing to commit a portion of the city's debt limit to build outside the city, and if so whether it would subject the building to the fire and police protection supplied by a town or village.

Many of these suburban communities could set up high schools of their own if they would be content with the kind of schools their tax bases could support. Many suburbanites, however, are not satisfied with such schools. They want city schools, but also they want governmental independence.

So the discussion continues. But out beyond the suburban areas are the rural

areas. These are areas that should not annex to cities, and cities would not accept them for all purposes. Their problems are distinctly rural. They are innocently caught between the city-suburban controversy. They cannot provide their own high school facilities. Further, the line between suburban and rural area is constantly moving outward which makes long-range commitments even more hazardous.

What Madison Is Doing

The program of Wisconsin's State Department of Public Instruction to place all the area in the state in high school districts is commendable, but there are many serious practical problems involved particularly in the rural areas immediately surrounding larger cities. If a city, out of sympathy for the plight of rural areas, were willing to accept rural annexation for school purposes only, it would involve jumping over suburban areas that the city would not accept except for all purposes. Also under present growth conditions a rural area today is likely to be a suburban area tomorrow. The final answer is not yet in sight.

As a means of relieving the pressure and worry on these rural areas, the following resolution has been approved by the Common Council of Madison and the Madison board of education.

WHEREAS the City has for a number of years been accepting tuition pupils in its high schools, and

WHEREAS Madison high schools are of limited capacity, and most tuition pupils will have to be barred from these schools within a few years, and

WHEREAS the City feels an obligation to determine which tuition pupils should be given preference in its high schools, and



WHEREAS because of the importance of agriculture to Madison economy the citizens of Madison desire to co-operate with farmers in Dane County, and

WHEREAS it is considered desirable that city high school pupils associate with pupils of farm backgrounds and vice versa, and

WHEREAS it is usually not feasible for rural areas to annex to the City and since rural areas are not able to provide high school facilities which serve their needs at reasonable cost, and

WHEREAS approximately only 20 per cent of high school tuition pupils are from rural areas around Madison,

NOW, THEREFORE, BE IT RESOLVED that the Board of Education be requested, in determining the priority of tuition pupils in Madison high schools, to assign the highest possible priority to children from rural areas, to wit. . . .

Real Help for Farm Children

Madison, therefore, has drawn a line around the city which it believes encloses the present legitimate urban area which should be a part of the city of Madison for all purposes. Outside this line is an area distinctly rural beyond which children will be given priority on a tuition basis as long as space is available. Because of the relatively few pupils involved, it is anticipated that the Madison schools will always have sufficient margin to serve these pupils. It is an attempt to prevent rural areas from becoming victims of a controversy in which they are not involved.

But this does not solve the problem. The problem can be solved only by sincere far-sighted men and women representing urban, suburban, and rural areas, city as well as rural and village officials, boards of education, school officials, and plan engineers sitting down together and discussing frankly and objectively the problems involved. There is no place in such discussions for emotionalism, vindictiveness, or acrimony. Decisions should not be made in terms of whether taxes will be \$10 higher or lower, or whether John Jones will lose his position as a town, village, city, or school official. Sights must be lifted to the long-range consequences.

Whether we like it or not decisions on school organization are going to be made during the next few years which will determine the kind of schools children will have, relations of schools with other governmental units and general community development for the next 50 to 100 years. Let us hope that our descendants in the year A.D. 2000 will be justly proud of the critical decisions affecting school organization made in the 1950's under the pressure of child population.

One Hundred Years of Secondary Education in St. Louis

Irma H. Friede*

During the past hundred years St. Louis has contributed her share of influence on the growing pattern of American secondary education. This contribution has been influenced by the uniqueness of the St. Louis melting pot resulting from the immigration into the city of peoples from various sections of the country and from various lands. Likewise the uniqueness of St. Louis industries, business and economic resources, geographic surroundings, means of transportation, and the like have greatly influenced the educational achievements of the community. Today approximately 98 per cent of elementary school graduates enter high schools, and of these approximately two out of every three remain to be graduated. Today, free secondary education has come to be looked upon as the democratic heritage of almost all of the youth of the community.

*Member of Board of Education of the city of St. Louis.

One hundred years ago, in February, 1853, there was opened in the Benton School, then known as Number 3, the first public high school west of the Mississippi River, and probably the first coeducational high school in the United States. This was a momentous occasion, for the experiment in secondary education, begun a century ago in the schoolhouse situated on the east side of Sixth Street between Locust and St. Charles, was destined to become the cornerstone of an extensive system of high schools of which St. Louis may well be proud.

Strong Pioneer Interest

The educated men and women of St. Louis had long been thinking of higher education. Many of the cultured and wealthy inhabitants of the city saw to it that their children did not lack the training deemed necessary for the enjoyment of the arts and for living generally. The Berth-

olds, the Chouteaus, the Mullanphys, the O'Fallons, and others sent their children to Europe for schooling beyond the grammar grades. Others sent their boys and girls to private schools, academies, seminaries, institutes, and church schools. The private schools filled a need and helped to blaze a trail for the public high school.

A look at the city of St. Louis in 1853 provides a setting for the coming of the first St. Louis public high school. A few years before, St. Louis had weathered two disasters, the Great Fire of May, 1849, when over 400 buildings, 23 steamboats, and 15 city blocks were destroyed. In the same year the dreaded scourge of cholera, which spread from the immigrant groups coming in on the river boats to the inhabitants of the city, killed hundreds of people.

In 1849 gold was discovered in California. Thousands of people started on their trek westward and St. Louis became



The High School Centennial Pageant on June 3, 1953, was an impressive display of the importance and breadth of the St. Louis high school program. Illustrated, the combined bands of the St. Louis high school playing a triumphal march.

a trading post and outfitting center and did a thriving business. Charles Dickens visited St. Louis in 1842. The Catlin family was operating the largest tobacco factory in the West. The Schaeffer brothers had established the largest soap and candle manufactory in this section of the United States. The horsecar had not as yet made its appearance, but the omnibus was in vogue. In 1853 "steam railroads" were authorized to lay tracks in the city. Jenny Lind came to St. Louis in 1851.

Washington University, formerly known as Eliot Seminary, was incorporated about this time. Christian Brothers College was open and the St. Louis Medical College was established.

Some people had heard about the success of the public high school in the East. Industry was looking for leaders and the professions were in need of more doctors and lawyers. Besides where were teachers to be secured if not from St. Louis? These were all arguments that were put forth by those who looked favorably on opening a public high school. Also, many of the Germans who came to St. Louis between 1840 and 1850 were well educated and desirous of having their children educated beyond the grammar grades.

First School Opened in 1853

The cornerstone for public high school education was laid on June 27, 1843, when the committee on reorganization recommended that "a High School should be established in some central part of the

said city." But it was not until December 31, 1852, that the board took the following definite action concerning the establishment of a high school:

Your committee believes that the time has now arrived when the income of the Public Schools and their wants and increased efficiency absolutely demand the establishment of the high school . . . the increasing facilities afforded by the city improvements, and the many lines of omnibuses running in every direction through the city render the present highly propitious for the establishment of a high school. Boys and girls who would be required to enter it can now come from the extreme limits of the city with greater ease and less inconvenience than ten years ago they could go six squares. The Benton school house being the most central seems to be the most suitable for the temporary location of a high school. By vacating the female grammar department, and appropriating it temporarily for a mixed high school, accommodations would be obtained for 154 scholars. . . .

Here was the beginning of coeducation in the American high school.

After the decision to use the Benton School was made for the housing of this new educational venture, the next order of business was to find a principal, teachers, and pupils . . . or scholars as they were called in those days. The course of study was to be for four years and the minimum age for entry was set at twelve years. The school was opened in February on the first Monday of the month in 1853 with 75 qualified students.

Superintendent William Torrey Harris had by this time become a national figure. Everywhere his ideas on education were being studied and St. Louis schools had many visitors.

Since the quarters in the Benton School were temporary, a committee was appointed to ascertain the financial ability of the board to build a high school at 15th and Olive Streets. The board and the citizens of St. Louis were very proud of this new building. The Superintendent said:

This magnificent edifice is drawing to completion, and when completed St. Louis can boast of a model school edifice; one not exceeded, if equalled, in the United States.

Difficult Early Problems

The plans were submitted as part of a contest and the winning "architect" was paid \$150 for them. The cost of the building, including heating, lighting, and desired changes was \$47,000.

The courses of study were the General Course and the Classical Course. With the exception of the laboratory work in Chemistry and Natural Philosophy there were few changes from those of the first school.

It may be of interest to note that Missouri, in 1847, passed a law which definitely prohibited any Negro from learning to read or write. The law also provided for a fine or imprisonment or both for any person who should be found guilty of teaching any Negro to read or write.

However it was difficult to enforce such laws particularly in St. Louis, as many slaveowners and a large part of the St. Louis citizens were opposed to these laws. Many owners continued in open defiance of the law, encouraged and aided schools wherever they found them open for such instruction. The law was repealed in 1865, February 20.

By an act of the General Assembly in March, 1875, the Sumner High School was opened . . . "for the purpose of educating the colored children of the City of St. Louis, and have the rank the same as a first class high school."

For the first two years the teachers in these schools were white women. Through contacts with eastern colleges Negro teachers were induced to come to St. Louis to teach in the Negro high school. The first of these teachers came to St. Louis in 1877.

Sumner High School was promptly relocated and now occupies its third site, part of an educational and civic center. A new wing containing an auditorium, gymnasium, cafeteria, swimming pool, and classrooms is now under construction. Together with the Vashon High and the Washington Technical High School, some 5226 students are served by these secondary schools.

Two new branches soon made their appearance in the educational world of St. Louis. Both were intimately related to the high school. One was the normal school, which was opened in 1857, and the other was the high school preparatory class. The purpose of the normal school was to prepare teachers for the St. Louis school system and the preparatory class was to serve as a sort of orientation adventure to ascertain the best material for the high school.



The second Central High School Building erected in 1886 at a cost of \$224,000 was a sturdy structure used until 1928.

Teacher Training Initiated

On June 17, 1856, a committee appointed to investigate the usefulness of the normal school reported:

A well conducted normal school is deemed of vital importance in giving perfection and efficiency to our whole school system of popular education and of affording the only sure means by which the Board can hope to obtain for the schools of the people a properly qualified corps of teachers.

The normal school was opened officially on October 26, 1857, in the high school building. As far as housing, the normal school was a proverbial stepchild housed from time to time in at least ten different schools wherever space was available until 1905 when the new Teachers College Building was dedicated. In July of 1910 the name of the school was changed to William Torrey Harris Teachers College.

The first normal school for Negroes, later named the Harriett Beacher Stowe College, was established in 1889, housed in the Sumner High building, but now also occupies its own modern building.

Each of these colleges also operates a junior college division. Their graduates may today be found in schools of every state in the union.

It might be of interest, too, to look at some of the laws governing teachers in the earlier days:

Teachers were prohibited to waste fuel by filling a stove just before school was dismissed.

May, 1857, Resolved, that in all cases where the parents of children who have been punished at school attempt any attack upon the persons of teachers, the children of such persons shall be expelled from the school for the term of six months.

June, 1858, Failure to be in respective rooms ten minutes before nine o'clock shall be reported as tardy for which one-half days salary shall be forfeited.

June, 1858, Teachers shall be present on the second Saturday of each month at 10 o'clock; absence shall forfeit one-half days salary.

Salaries ranged from \$200 to \$900 per year.

As the city grew in size, additional schools were built. The Central High School was relocated in a finer and newer building at Grand and Finney Avenues. This school in 1927 was destroyed by a tornado. It was then moved to the Yeatman Building at Natural Bridge and Garrison, which was later named Central High School.

Growth Steady

From this small but sound educational venture growth has been steady. St. Louis now has seven academic high schools for white students, two for Negro students, two technical high schools, one for white and one for Negro students, two colleges, one for white and one for Negro students.

A new \$6,000,000 technical high school for white students is now under construction. Upon its completion the present Hadley Technical High School will be converted to Negro use as a combined academic technical high school. An addition consisting



Central High School, built in 1857 at a cost of \$47,000, was an architectural monument.

of an auditorium, gymnasium, and locker rooms is presently under construction for this school.

It seemed fitting that proper observance should be made on the completion of one hundred years of continuous public secondary education in St. Louis, so on February 12, 1952, the board of education authorized the superintendent of instruction, Philip J. Hickey, to appoint a committee to arrange an appropriate observance of the first public high school in the city of St. Louis . . . the first high school and first coeducational school west of the Mississippi.

The committee chose for a theme "One Hundred Years of Public Secondary Education in St. Louis, Missouri." An all-day program commemorating the one hundredth anniversary of the school was held on February 11, 1953. The morning program was attended by some 500 united civic and educational leaders together with 300 students of Central High School. Platform guests included board of education members and speakers representing local and state educational institutions, the mayor of St. Louis, and the governor of the state of Missouri.

The anniversary address was given by superintendent of instruction, Philip J. Hickey. Dr. Hickey concluded his talk by saying:

It is gratifying to us whose lives are given to the cause of education to review the growth of an institution from one floor in a building to 11 large metropolitan high schools, from 70 students to more than 20,000 students, from four teachers to 800 teachers. But these are only the exterior trappings of a noble ideal. Does the same sturdy pioneer spirit which impelled a community to demand for its children freedom to raise themselves through education by their own bootstraps in spite of custom and tradition and social disapproval, drive us onward today to new horizons of growth? The opportunities for youth which

our forefathers scratched and scrambled and struggled for are our natural heritage today. Have we grown fat and complacent on a dole of rights and privileges which our forefathers secured for us? Do our administrators look beyond the daily routine of clerical reports, troubled parents, recalcitrant students, and the football schedule to new horizons of ever better schools and ever better educational programs? Do our teachers plan and teach eagerly, enthusiastically, and vigorously as those four teachers taught in 1853 — or is our teaching today a tedious and uninspiring chore?

Faith of our fathers! Is that faith of our fathers living still? Has the dungeon, fire, and sword of apathy, indifference, and material comfort dulled that faith? Do our hearts, as we just sang, really beat high with joy when we hear that glorious word? And will we be true till death? Or has that bold spirit and faith which has made a glorious symbol of an old high school in a raw river town on the Mississippi flickered and grown weak?

Could we not properly and reverently on this occasion paraphrase the memorable words which Abraham Lincoln spoke on the battlefield of Gettysburg:

"The world will little note nor long remember what we say here, but we can never forget what they — our forefathers — did by building this institution. It is for us, the living, rather, to be dedicated here to the unfinished work which they have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from those who built before us we take increased devotion to a great and noble cause. Let us not let that faith and spirit perish from this, our community."

Centennial Pageant

During the afternoon a Centennial Pageant, "The Light of Our Past," commemorating the one hundredth anniversary of Central High School was produced and staged by and for the student body of the high school, and at 8 p.m. class reunions and a meeting of the alumni associations were held for some 2000 graduates and friends of Central High School. At the conclusion of the alumni meeting the association presented the school with four television sets.

The Centennial School Year closed with a festival pageant on June 3 in honor of the Central High School from 1853 through 1953.

The pageant was written and produced by Ernest Hares, consultant in music of Harris Teachers College. He was assisted by teachers in all of the high schools. These teachers trained the more than 5000 students who participated in orchestra, band, chorus, dances, and physical education tableaux scenes depicting events in the development of secondary education in St. Louis.

To the strains of "Meet Me in St. Louis, Louis" the entire audience paid homage to the oldest living graduate of Central High School, Dr. Joseph H. Gauss, 97, a graduate of the class of 1874, now residing in Chicago.

The pageant concluded with the assembling of the more than 2000 June, 1953, graduates from all of the St. Louis high schools to hear a very brief congratulatory message by the Superintendent.

This is a changing world. The highly

(Concluded on page 99)

Scope, Conduct, and Report of the School Audit *Loyal V. Norman**

The independent auditing of the financial transactions of school boards is one of the safeguards placed around public school moneys. It is one of the means of assuring the community that the stewardship of the school authorities has been met with honesty and with due regard for the law and the welfare of the community. This function of school administration should mean considerably more than is usually the case in view of the fact that the expenditure for public education in the United States amounts to approximately four billion dollars annually.

It is extremely important that citizens and taxpayers be assured that full value is received for every dollar spent and that school funds are protected and safeguarded against loss, misuse, carelessness, and mismanagement. This safeguard factor is particularly important at a time when public schools are asking for additional tax money, and when local, state, and federal taxes are already higher than at any previous time in our history.

Although public education is said to be the largest single item in the budget of most states, twelve states have not enacted laws requiring that local school district financial accounts be audited. The school-audit statutes of many additional states are vague or inadequate.

Responsibility and authority for conducting the audit of local school district financial accounts has been placed by law, in 36 states having school-audit legislation, in the hands of 20 different agencies of the state, ranging all the way from the local school boards to the state department of education. State departments of education have been given this responsibility in only two states.

A satisfactory method of providing through legal enactment for the most suitable agency to direct the auditing of local school district financial accounts is found in the Colorado statutes. Reference is here made to that portion of the law of that state relating to the auditing of financial accounts of school districts spending over \$10,000 per year. For such school districts the law provides that the local school board may direct the audit through the employment of auditors of its own choosing, or as an alternate procedure, it may request the Office of the State Auditor to perform this service.

*Supervisor of Instruction, Grimes County, Tex.

The local school board is the agency charged most frequently in school-audit laws with this responsibility. It seems to be entirely logical that the local school board should be the agency which the state legislatures designate with responsibility for engaging qualified auditors for the conduct and performance of school audits. However, it is also logical that the state departments of education should be given the responsibility of setting up standards for the scope and character of the audits and for recommending procedures to the school auditors.

The audit of school district accounts should apply to all funds of whatever

source, including student activity funds. All funds coming within the general supervision and responsibility of school officials should be audited.

Important as it is that time for conducting the school audit be designated, only nine state statutes require that the audit for any scholastic or fiscal year begin soon after close of the school year.

State legislatures should enact school-audit laws which provide for the annual, independent, external, post audit of school district financial accounts. The scope of such audits should be defined to include:

1. An examination and analysis of all sources of income
2. The verification of disbursements
3. The reconciliation of budget items with actual receipts and disbursements
4. A report on the budget procedures employed in the school district
5. An examination of the legal authorization for all expenditures
6. An examination of the board of education minutes, insurance policies, contracts, and deeds (titles) to real estate
7. The verification of assets and liabilities, bank balances, etc.
8. An analysis of the district's bonded indebtedness
9. An examination of the capital assets, inventories, surplus accounts, vouchers payable, etc.
10. Verification of all accounts paid, through the examination of invoices
11. A report of whether the fiscal affairs of the district have been administered according to law
12. An evaluation of the accounting system
13. A report on the soundness of school board business practices and procedures
14. A report of search for matters not on the books, for errors of method and fact.

One state requires school auditors to examine the attendance records of the districts under audit. This matter should be left entirely to teachers and school administrators. School auditors should not be required nor allowed to examine attendance records, curriculum matters, nor school policies.

While 36 states provide by law for the auditing of school district financial accounts, only 19 of them require that a report be made of such audits. For the

STATES HAVING SCHOOL-AUDIT LAWS

- | | |
|-------------------|--------------------|
| 1. Alabama | 19. New Jersey |
| 2. Arkansas | 20. New Mexico |
| 3. California | 21. New York |
| 4. Colorado | 22. North Carolina |
| 5. Connecticut | 23. North Dakota |
| 6. Delaware | 24. Ohio |
| 7. Florida | 25. Oregon |
| 8. Georgia | 26. Pennsylvania |
| 9. Idaho | 27. Rhode Island |
| 10. Indiana | 28. South Dakota |
| 11. Iowa | 29. Tennessee |
| 12. Kentucky | 30. Utah |
| 13. Louisiana | 31. Vermont |
| 14. Maine | 32. Virginia |
| 15. Maryland | 33. Washington |
| 16. Massachusetts | 34. West Virginia |
| 17. Montana | 35. Wisconsin |
| 18. New Hampshire | 36. Wyoming |

AGENCIES OF THE STATE RESPONSIBLE FOR SCHOOL AUDITING

1. State Department of Examiners of Public Accounts
2. State Comptroller
3. State Department of Finance
4. Local School Board
5. State Auditor
6. State Department of Auditors and Accounts
7. State Department of Education
8. State Supervisor of Public Funds
9. County Board of Education
10. Local Electorate—School auditor is elected annually
11. State Education Agency
12. State Tax Commission
13. State Examiner
14. Auditor of Public Accounts
15. State Department of Finance and Taxation
16. State Permanent Budget Commission
17. State Department of Corporations and Taxation
18. State Budget Director and Comptroller
19. County Board of Commissioners
20. City in Which District Is Situated

sake of consistency, if for no other cause, it would appear that the statutes should require auditors to include in their written report all items defined within the scope of such audits. Notwithstanding, considerable variance exists among state laws in this respect. Not one state law specifically requires that the audit report account for all factors embraced in the purview of the audit.

Too much generality and indefiniteness exists among state statutes with respect to when the school audit shall be made and when and to whom the reports of it should be rendered. The laws should be definite in this respect, establishing both a definite time for initiating the annual audit and a time for filing the report of the audit. It seems reasonable to require that school auditing begin within 60 days after the close of the school fiscal year, and that a report of audit results be filed within 30 days after the completion of work.

While some state laws have designated the officials who must receive audit reports, there has been indefiniteness in the matter.

A state school-audit law should name the officials who are to receive copies of the report from auditors and should outline, if necessary, the authority these officials have to right abuses and discrepancies found in the reports.

Some state laws have provisions for the publication of school-audit results, but few of them are adequate. The state school-audit law should explicitly characterize the manner of publication of the school-audit report. It seems reasonable to require the governing board of the local school district to publish a résumé of the school-audit report in a local newspaper having circulation in the district once a week for three consecutive weeks, beginning the first week of the second month following the receipt of the audit report. Along with the publication of the résumé of the audit report, the board should publish a notice advising citizens and taxpayers where copies of the report have been filed and stating when such might be seen.

Note: A second paper on school audits by Dr. Norman will be published shortly.

Word from Washington

The Office of Education Budget

Elaine Exton

The late Commissioner Thurston staunchly defended an adequate budget for the work of the Office of Education before the Congress. Recently, too, there were heartening signs that both President Eisenhower and Secretary of Health, Education, and Welfare Oveta Culp Hobby will support the late Commissioner's point of view in such requests, action giving substance to a remark Secretary Hobby made when the new Commissioner introduced her to the Office of Education staff: "I hope we can close ranks and become a fighting team for better education in the United States."

As it finally passed Congress the appropriation for regular Office of Education salaries and expenses for the current fiscal year (exclusive of funds for grants-in-aid programs) totaled \$2,900,000, about 1 per cent under the sum recommended in President Eisenhower's budget.* This amount was \$92,000 less than Congress appropriated for this purpose in the previous fiscal year and was about 11 per cent below (\$350,000 less than) former

*The sum allowed by the new Congress for the four major grants-in-aid programs administered by the Office of Education remain substantially the same: for vocational education below college grade \$25,811,592 for the fiscal year 1954 as compared with \$25,832,384 for fiscal 1953; for the support of land-grant colleges \$5,051,000 in new funds as contrasted with \$5,030,000 in the past fiscal year; for school maintenance and operation in federally-affected areas \$66,500,000 for 1954, \$60,500,000 in 1953. Furthermore, the First Supplemental Appropriation Bill for 1954, passed on the last day of the

President Harry S. Truman's budget recommendation of \$3,250,000.

The \$2,900,000 allowed the Office of Education's Budget Proper was not attained without strenuous representations on the part of both President Eisenhower and Secretary Hobby to the Senate Appropriations Committee for restoration of the sum of \$426,000 that had been eliminated by the House. While the Senate agreed to the full amount asked (\$2,926,000), a reduction was made by the Senate-House Conference Committee.

In her message to the Senate Appropriations Committee Secretary Hobby said in part: "It

Congressional Session, provided an additional \$69,500,000 for school construction in federally-affected areas and authorized an additional \$55,000,000 toward fulfilling unpaid entitlements under previous laws not to exceed 70 per cent of such claims for reimbursement.



concerns me very greatly that in the face of rapidly mounting problems in the whole field of education, funds available to carry out the basic purpose for which the Office of Education was created—to promote the cause of education—may be sharply reduced." Her letter pointed out that the reductions made by the House would "severely cut services to elementary and secondary schools and colleges, eliminate basic educational studies, and restrict printing valuable publications."

In an unusual personal appeal to the Chairman of the Subcommittee on Labor and Public Welfare of the Senate Appropriations Committee, the Hon. Edward J. Thye (R., Minnesota), President Eisenhower wrote: "... Because of their importance to the nation—I bring to your attention two recent developments, which, in my judgment, warrant an increase in your committee's recommended action."

His plea for granting to the Office of Education the full amount submitted in his budget (\$2,926,000) stated: "It is my view that our educational process is and must remain the primary responsibility of local communities and the States. But this is not to say that the essential and traditional functions of the Federal Government in this area should be fundamentally altered. On this, I am sure we are in accord."

"For over 80 years the Congress has required the Office of Education to diffuse information respecting the organization and management of schools and school systems and methods of teaching. The purpose has been to aid the people in the establishments and maintenance of efficient school systems and otherwise to promote the cause of education throughout the country. In keeping with this statutory mandate, the Government has assisted the States for scores of years by research, publication, consultation, and, in case of need, by grants-in-aid, to sustain and strengthen our system of popular education. Such services must, of course, retain their vitality. It is our purpose to increase their effectiveness to the greatest possible degree. I was pleased to note your Committee's own endorsement of this objective when you expressed the hope in your report that 'the administration of the Office will be strengthened during the coming year.'

"As I mentioned earlier, only last Thursday Dr. Lee M. Thurston was sworn in as the new Commissioner of Education. I have full confidence in his ability. Without the \$426,000 Dr. Thurston's office will be severely handicapped. Believing that the results of both these cuts are as little desired by you and your colleagues as by me, I hope that the Senate will restore these critically needed funds."

In the face of the over-all economy program that the Administration is now advocating it is clear that expenditure of public money for education as well as for other essential purposes will be under close scrutiny in the months ahead. To maintain even the financial resources now available—and the enrollment increases, building shortages, and inflationary prices of school supplies indicate the financial costs of schools have risen—will call for the continued co-operation of educators and lay leaders in keeping informed about educational needs at the federal as well as state and local levels and steadfastly supporting effective action for their fulfillment and for retaining services that are irreplaceable.

Personnel Responsibilities of the Administrator *Harold S. Ferguson**

Constructive procedures of personnel administration are major concerns in every public school system in a democratic nation. These procedures should bring worth and dignity to each member of the teaching profession and carry increasing values into the daily life of the classroom.

The relationships between administrators and teachers vary between two points of view. In those systems which have administrators with democratic attitudes, a closer relationship is developing in which each seeks to contribute co-operatively to the general well-being of the school and the community. There is mutual trust and effort and an increasing area of common interest.

Where Support Is Lost

On the other hand, those administrators who retain the more autocratic point of view and who view the teachers of their systems as employees on a lower level are losing the support of their staffs and are creating a split in the teaching profession. They are failing to secure the best possible educational results and to achieve an essential democratic atmosphere in the schools.

If this nation is to endure we must prepare its future citizens for democratic living. The best agency for this purpose is the public school when it exemplifies the finest forms of democratic action. The relationships within a school staff must be built on mutual acceptance and reinforcement of competencies and personalities. Every school staff must conduct a professional experience which illumines the opportunities for mutual living and learning. Every administrator carries a unique responsibility for leadership toward these goals. No person should be chosen for administrative office who does not have and employ constantly the attributes necessary to such leadership and life.

It is the purpose of this paper to discuss the competencies needed by our educational administrators in order to meet these criteria and to show how these qualities apply to actual personnel problems.

Educational Leadership

There are at least five competencies required of every administrator who wishes to meet the responsibilities of the executive of a school. The first is that of applying *educational leadership* in a democratic manner. The concept of leadership has acquired a measure of undesirable connotation as the result of recent political history. In democratic living the leaders are such by virtue of their election or acceptance. Their authority, if any, is that of the steward rather than of the owner. However, they still are expected to have the

vision to see worth-while goals and the vigor to improve the educational program.

In the case of the school administrator this concept is complicated by his dual role as leader of a professional staff and also as educational leader of the community. Success under these conditions requires unusual competence in group processes. It requires an acceptance of the integrative rather than the authoritative role of leadership.

What then is democratic educational leadership? It consists of awareness of social, economic, and educational trends; willingness to use co-operative thinking rather than personal judgment; courage to face the facts and to present them to all concerned; humility; professional training and pride; ability to earn the respect of the staff and community; and most important, unswerving loyalty to the needs and interests of children (and adults who have needs are still children).

Staff Organization

A second competency is that of *organizing the staff for co-operative and democratic action*. This does not mean that the administrator will lack the backbone to make decisions when they are needed. It does mean that such decisions will be based on group judgments; that all of the resources of the staff will be available for the solution of problems; that every teacher will be free to offer his best thoughts on the problems of the community; that every child will have his part in his schoolday; that each teacher will be aided and encouraged to contribute to the quality of education; and that there will be many opportunities for the participation of laymen in the educational activities of the community; that administration, operation, and teaching will be coterminous.

Supervision has been discussed and studied since the first supervisor was appointed. It has been a necessary step in the development of our schools. The present tendency is toward the replacement of the term "supervision" with some expression which better conveys the true meaning, such as "consultant." The purpose of the supervisor has changed successively from one who helps teachers, to one who rates teachers, to one who expedites the teaching process. The supervisory responsibilities of the administrator have been manifold: orienting new teachers, aiding and rating teachers, determining promotions and removals, and salaries. Today we feel that we have failed to understand the role completely. This discussion will be far from thorough in its consideration of the problem.

Co-operative Supervision

Present thinking as to the rating and supervision of teachers varies between two extremes. At one end we find the administrator

who feels that he is capable of determining the worth of each teacher on his staff by a few visits followed by a brief introspection. At the other end we find those who refuse to accept an evaluation of the worth of a teacher by an administrator. It seems that a reasonable compromise for the present lies in *co-operative supervision*. This means that each observation by an administrator of a teacher's work will be followed by a conference between him and the teacher. At this conference the activities observed will be reviewed by both and a common agreement reached as to the information which will be entered on the record of the teacher. In the event that no common agreement can be reached, a note to that effect should be entered. The record of each teacher will be known to him and every opportunity will be given for rebuttal of any adverse criticism. It should be understood that the observation-conference technique involves many details not listed here. The administrator should be fully aware of the objectives and methods planned by the teacher for the periods observed and how they fit into the long-range plans for the course. The co-operative evaluations will include all of the contributions of the teacher to the life of the community, all of his needs and his evaluation of the contributions of the administrator.

Life is not static. Nowhere is this more evident than in our schools. Many of the educational theories of the nineteenth century are no longer acceptable. In fact, there have been significant changes in educational thinking within the past decade. There is a need for bringing the latest thinking to the attention of the teachers and administrators in every school system.

In-Service Training

No school system is adequate which fails to meet this challenge by some form of *in-service training program*. Such a program does not necessarily involve a series of courses in a university. It includes that, together with group study, workshops, local experimental and experience-building projects, co-operation with community agencies, committee surveys, student-teacher-layman committees, and every possible method that makes for educational growth. Participation is voluntary.

No administrator can escape this responsibility. He must be willing and competent to lead the organization of a program which will provide for professional self-realization and growth and which will utilize and develop the cultural resources of the community.

The one-room rural school was a fine institution during its time. It was often a community-centered school and in many ways it helped to improve community life. When the centralization movement gained momentum, the schools often lost contact with the life of the community. It is time to re-establish that

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contact. We have boards of education consisting of lay persons who have the legal responsibility for the conduct of the public schools. It is essential, however, that many more laymen be brought into the daily life of the school and that the school become more intimately associated with the life of the community.

School-Community Relations

One of the most important competencies which every administrator should possess is the ability to build *closer relationships between the school and the community.*

These, then, are the five competencies which will be most valuable in the solution of the school personnel problems which we wish to discuss.

Research in industrial management has shown that there are basic needs that affect the average employee. When these needs are a major concern of management, increased efficiency and decreased friction result. Similar attention to the needs of every teacher is an urgent task facing school administrators today.

Feeling of Accomplishment

In this discussion we will consider these needs under five headings. Research and experience indicate that the most important need is a *feeling of accomplishment.* This includes a broad area of feelings and activities. Each of the factors which contribute to such a feeling or detract from it should receive the attention of the administrator.

The basic factor is the desire for security. This desire has some regrettable implications but is generally accepted as a normal human feeling. In the teaching profession it includes a series of actions and relationships. We might think of this series as the status ladder by which the individual teacher rises to his optimum professional competence. The bottom rungs of the ladder consist of his selection and appointment to the staff of a school system, a careful and thorough orientation program, a special program of supervision during the probationary period, honest and objective reports to the board of education concerning the teacher, professional support of the teacher in his problems, fixed and known salary schedules, tenure, co-operative maintenance of complete records of the work, progress, and growth of the teacher, the constant application of professional standards to all staff relationships, and a dependable retirement program.

The implications of these points are far reaching. It is sometimes difficult for an administrator to recall his own early professional experiences and to apply the lessons learned to the present. No step is so important to a teacher as is his first position. His initiation into the profession should be much more carefully planned than is commonly done today. From a cold economic point of view, the investment in each teacher's training should not be endangered by a careless and indifferent introduction to the profession. From the human point of view it is inexcusable to overlook the particular needs of a new teacher. Administrators are responsible for an adequate explanation of the opportunities and problems of a particular position to each bona fide candidate. They are not hiring a human body to fill a certain chair, but are concerned with locating a personality whose unique qualities



In the United Community Campaigns —

High school and college students are this year performing outstanding community service as volunteer aids in health, welfare, and recreation agencies all over the country. They are learning social responsibility and are obtaining valuable pre-career experience in after-school and Saturday volunteer jobs. A South Boston High School student was snapped as she entertained a group of children at the Olivia James Settlement House, a Red Feather service of the Boston United Community Services.

More than 18,000 Red Feather agencies and other local health and welfare programs are asking the public to contribute generously this fall through local united campaigns for support in the coming year. Last year twenty-one million generous givers contributed more than \$260,000,000 through their local Community Chests and United Funds for these purposes.

Many schools will hold campaigns in their buildings during October or November, using the city-wide drive as an opportunity for educating students in community problems and services.

will meet a specific need. When a mutual agreement has been reached there follows an even greater responsibility to provide an orientation program which will assist the teacher to develop to the fullest his potentialities and to alleviate those conditions which might create a sense of frustration and despair. There is also the responsibility for guidance — for helping the teacher to evaluate his work and his place in education.

Failure in the past to meet these principles has been the result of an undemocratic attitude. Each administrator who has shown democratic leadership and has developed a democratic organization of the staff and co-operative supervision within it has been able to meet these obligations.

A Responsibility of the Administrator

There are still many communities in which the board of education is not aware of all the factors in an adequate educational pro-

gram. In such communities the courage and educational leadership of the administrator are vital forces. If, in addition, he organizes his staff on a democratic basis, he will be more able to present a professional picture to the board and to secure community support for an adequate salary schedule. These are important items in the security of a teaching staff.

In order to achieve a sense of accomplishment, a teacher must attain a satisfactory degree of professional self-realization. Within this area there are definite responsibilities for the administrator. There must be opportunities within the school system for each teacher to make worth-while contributions. Recognition of each contribution is equally essential. In order to achieve these aims the administrator must provide a form of leadership which will meet the needs of the staff while utilizing to the optimum extent the personal resources of the teachers. Such a program will depend for its success upon the full interest and participation of the entire staff, which is another way

of describing democratic organization. This program will call upon all of our administrative competencies before it succeeds.

Another basis for accomplishment is a constant growth in professional interest and competence. No teacher remains static; he either grows or deteriorates. Such growth is an individual responsibility for each teacher, but the successful administrator will provide democratic leadership toward co-operative supervision, in-service training, and similar means of growth. He will provide opportunities for each teacher and will so organize the school system that recognition of and reward for growth are provided. Since community life provides many opportunities in this area he will have need for co-operation with laymen and community organizations.

Throughout this discussion it becomes increasingly apparent that public school administration must be extremely complex in order to meet its avowed aims. In this case the demand creates the solution. Experience in numerous school systems has indicated that democratic organization of the staff to permit the participation of teachers in administrative problems and actions does remove many burdens from the administrator and at the same time accomplish many of the aims which are sought. The administrator who is capable of setting up an organizational pattern which provides for the democratic allocation of responsibilities and acceptance of contributions will achieve a manyfold dividend for all concerned.

Good Working Conditions

A second need expressed by all employees is that of *good working conditions*. This is a broad term and will vary in its specifics according to conditions. In general it includes buildings, supplies and equipment, teaching load, and staff relationships.

A recent survey by the writer of four hundred prospective teachers indicates that about one half of the respondents expect to find unsatisfactory working conditions in their future teaching positions. About one half also indicated that they do not expect to find satisfactory human relationships within the staff. These facts would seem to be serious indictments of the educational leadership which these people have experienced up to now.

The administrator has a definite responsibility with regard to working conditions. Some unpleasant conditions continue, due to a lack of understanding of the needs of teachers, some are due to financial considerations, and others are due to lack of knowledge on the part of the staff. A democratic organization of the staff will encourage the various steps by which conditions may be improved. The solution of the financial problems is a problem of leadership in the community and the participation of laymen in educational planning.

Special Orientation Program

The transition from student to full time teaching responsibility is not an easy one. In no other major occupation does the individual step directly into full responsibility. This fact would seem to indicate that in those school systems which hire beginning (nonexperienced) teachers there should be a *special orientation program*. In the survey mentioned

previously only about one third of the prospective teachers expected such a program.

No administrator should expect to carry out such a program without assistance. Laymen and members of the staff may be brought together to plan a series of activities which not only would ease the transition but would make the beginning teacher feel that he was welcome in the community. The program of co-operative supervision would require special adaptation. The teaching load might be eased by means of staff co-operation. All such steps require the understanding and support of each one involved.

The Teacher and Community

The status of the teacher in the community in which he teaches is a complex problem. He may be a native, he may hope to be only a temporary resident, he may commute, he may be uncertain, or he may plan to settle there. His attitude will depend to some extent upon his professional plans, but is often affected by the attitude toward him on the part of the community. In the past there has been a tremendous loss of human values as well as economic ones due to inadequate articulation between the community and those teachers who come to it for the first time.

A rapid teacher turnover in a community creates a serious amount of loss. In those communities which lack financial and cultural attractiveness, the average teacher remains for only two or three years. This denies the children of such communities equal educational opportunities in comparison with places which can retain their teachers for longer periods. It often creates a strong sense of disillusionment on the part of the teacher and tends to lower his professional interest. Finally, such turnover does not allow sufficient opportunity for that articulation of the personal resources of the teacher with the cultural and material resources of the community which would most likely lead to the improvement of the community.

This area of professional life is at present largely undeveloped. An extension of the co-operative effort between lay and professional people will be required to achieve a satisfactory level of accomplishment. It is a challenge to every administrator, teacher, and community.

Personal Problems of Teachers

Are the *personal problems of teachers* a concern of administrators? When we realize that many teachers, and especially those who are in the first years of professional experience, are away from home and have not developed close friendships in their teaching communities, it becomes evident that someone should be willing to be a friend in case of need. There are some arguments in opposition to any personal relationship between teacher and administrator. It would seem, however, that any administrator who conducted his school system in a friendly and democratic manner would be able to meet the needs of occasional personal advice without danger to the professional status of the teacher concerned. It certainly seems likely that in an autocratic organization any teacher who faced a serious personal problem would hesitate to discuss it with anyone in the system. Should an administrator be willing to give his time and energy to a

teacher in personal need as readily as to one in professional need? Surely such willingness is part of the competence of the educational leader.

In this very brief discussion of the personnel problems faced by school administrators, there has been no attempt to justify the problems chosen for discussion. No detailed solutions have been offered. An attempt has been made to relate some general problem areas to those processes which would produce a democratic atmosphere most conducive to the learning of the democratic way of life. This discussion accepts the premise that most of us want an executive head of the school system who exerts positive leadership in the finest sense of that term and who is constantly aware of his need for and debt to the contributions of the staff and the community. The second premise needs elaboration. It is that the individual teacher is not expendable—he is a unique resource of the community, state, and nation, and as such must be held precious in the sight of every person. He is not to be fitted into a preconceived mold of the administrator but rather to be grafted to the growing tree of the community in order both to draw sap from the heritage he finds there and to produce values to be added to the store. He deserves aid, protection, support, and recognition. On the other hand, if he has no contribution he must be removed with care. But every stage of the process is carried out with mutual understanding and evaluation.

The third premise is that the administrator is an expediter of the learning process. He is a steward of the community. He is also as responsible for the growth of his teachers as he is for the educational growth of the community.

In summary let us express our hope that our public schools will exemplify the finest forms of freedom and that both teachers and administrators will provide leadership toward that goal.

MISSISSIPPI BUILDS FOR ALL

Irrespective of what the Supreme Court says on the problem of segregation, the state of Mississippi has moved steadily forward in providing adequate classrooms and schools for both white and Negro pupils.

T. H. Naylor, director of the Division of School Building and Transportation in the State Department of Education, has issued a report showing what has been done toward providing better school buildings.

The report shows that since July 1, 1946, 559 new school buildings, 132 additions, and 4136 classrooms have been completed, at a total cost of \$52,155,310.54. Of the total, the federal government provided \$2,813,814.61 for schools in war impact areas, the state allotted \$7,903,105.38, and the counties and local school districts provided the balance of \$41,438,390.55.

Most of the Negro school buildings were constructed within the past two years, at a total cost of \$9,000,000. A good deal of state aid during this period has gone for building Negro schools, but more county and local money has been spent on white schools.

The report shows that the school population is moving to town. Rural schools are not crowded, but the walls are bulging out in classrooms in towns and cities.

Dismissals of City Superintendents

John B. Geissinger*

"Superintendent Resigns; Board Declines to Comment." How many times have headlines such as the above appeared in print across the country! How much drama and human emotion are written into those simple words!

In these days of effective teacher tenure laws there are still instances in which the superintendent and the board of education have reached such a point of disagreement that the superintendent is dismissed, asked to resign, or has his contract "bought up" by the board.

Many of these cases do not appear in the records of the courts or in the public press; others involve litigation and the attendant notoriety of public hearings with their charges and countercharges. There is no way of estimating how widespread the practice is or how many superintendents are involved in settlements reached in the privacy of the board room. Nor is there any way of arriving at a valid set of reasons for the action.

Buying Up Contracts

An actual excerpt from a board of education minute book reads thus:

Whereas, the board of education is of the opinion that it is desirable to make a change with respect to the position of superintendent of schools, and whereas, the said board of education has considered the question of possible litigation and feels that a settlement of the matter would be for the best interests of the school system, economically and otherwise; and whereas, the said superintendent of schools has tendered his resignation effective July 1 with the understanding that he will be paid for services rendered, the sum of —.

Needless to say, cases of this sort are most disturbing. The payment of a sum of money to a dismissed superintendent in satisfaction of his contract can hardly compensate a man for the serious harm done to his career, nor can it compensate for the imprint left on the school system by the disharmony and ill-will engendered by the whole procedure.

In some cases situations have arisen which could not be settled by mutual agreement and the controversies have had to be referred to the courts or state authorities¹ for settlement.

The laws of the various states differ in the matter of tenure for superintendents, with only eight states giving superintendents tenure, seven continuing contracts. In

most of these, specific causes for removal are listed: incompetency, cruelty, negligence, immorality, and in one state, un-American activities.

Cases listed in the National Reporter System involving the dismissal of a superintendent of schools reveal that other reasons exist in addition to those indicated in the statutes: political reasons, inability to agree with the board (in one case called "incompatibility"), "whenever deemed proper," official misconduct, and, in one case many years ago, even the "suspicion of immorality."²

Some cases are on record in which the superintendent was accused of malfeasance or misfeasance by teachers whom he had recommended for dismissal or whom he had not recommended for election. In these cases the superintendents were exonerated by the courts, for the recommendations were held to be discretionary functions.

Not Included Under Tenure Law

At times the basic question was whether or not the city superintendent of schools was actually included in the tenure laws of the state. At least two such cases were ruled on the grounds that the city superintendent was not included under the terms of the state tenure law for "all other administrative employees of the board."³

In a New York case in 1928, the Commissioner of Education upheld the dismissal of a superintendent "for the best interests and welfare of the schools." His defense had held that "removal is hardship and the board should not be permitted to do so."⁴ In a previous case in the same state in 1925, the Commissioner of Education had also ruled that the board had the right to dismiss the superintendent at any time and for any reason.⁵

On the other hand, there are several cases on record in which the superintendent's rights were assured him during the length of his contract. One such case in Massachusetts in the year 1872 may be considered to be the forerunner of tenure for superintendents in that state,⁶ for a law

followed two years later removing the requirement for annual decision by the town meetings on whether or not the position of superintendent should be continued.⁶ Thus, except for some unusual dissatisfaction or abnormal political upheaval, the superintendent could at least be reasonably sure that the position would continue, and that his right to the position was guaranteed during the term of his contract.

A basic decision was reached in Virginia in 1937 in which the right of the state board of education to set up and enforce minimum standards for superintendents was challenged. This case affected 56 experienced incumbent superintendents who were dismissed for failure to comply with a new set of qualifications, and was of great concern to all administrators of the state as well as to the officials of the state department. The court finally ruled that the state department had the right to set up minimum standards, but that incumbent superintendents were not to be affected by the changes until the end of their respective terms.⁷

Political Reasons Cited

Several cases involved political reasons or inability to agree with the board. In these cases the superintendents' rights were upheld by the courts or state authorities until the end of their terms.⁸

Some cases concerned alleged neglect of duty or official misconduct.⁹ In these the superintendent was upheld by the courts and/or the state commissioner, since the actions questioned were held to involve exercise of judgment or discretion. In another case it was ruled that an increase in

¹Mass., Acts of, May 28, 1874, Ch. 272, Sec. 1, p. 187.

²State Board of Education v. Carville, et al.; v. Holt, W. D. Cox, et al.; 169 Va. 663, July 31, 1937.

³Appeal of Demarest, N.Y. Judicial Decisions, State Superintendent, 1893, p. 1132.

⁴Appeal of Hughes, 13 N.Y. State Department Reports 416, 1917.

⁵Toothaker v. Rockland, School Committee of, 256 Mass. 584, June 30, 1926.

⁶Weiss v. Ziegler, 327 Pa. 100, July 7, 1937.

⁷Schafer v. Alliance, 9 4 N.E. 2nd 112, 1951.

⁸School Committee of Cambridge v. Superintendent of Schools of Cambridge, 70 N.E. 2nd 298, Dec. 4, 1946.

⁹Minneapolis v. Sand, 34 N.W. 2nd 689, Nov. 26, 1948.

¹⁰Woodward v. Draper, 124 NYS758, 67 Misc. Rep. 460, May, 1910.

¹¹Berge v. Hollister, 89 NYS 2nd 184, 1949.

¹²Graves v. Welleley, School Committee of, 299 Mass. 80, Dec. 28, 1937.

¹³Gay v. Nelson, 44 S.E. 2nd 775.

¹⁴School District of Watervliet, 39 N.Y. State Department Reports 355, No. 1375, May, 1930.

*Superintendent of Schools, Somerville, N. J.

salary during the term of the superintendent's contract was not a "gift" which was prohibited by law. The superintendent's right to such increase had been challenged.¹⁰

The records show several attempts to remove superintendents through reduction of salary. In these the superintendents were protected by the state commissioner of education.¹¹

There was at one time rather widespread public disapproval of the inclusion of the superintendent in the tenure laws, but gradually this opposition has been relaxed. A typical expression of the attitude of the public toward the superintendent's tenure was voiced by a Minnesota judge who in ruling in 1943 that a superintendent was not a teacher and therefore not included under the terms of the Teacher Tenure Act, said:

... a sound public policy requires that there should be a way of promptly dispensing with a superintendent who is not working in harmony with the board. The members of the board are the representatives of the people and the power of control should rest with them. They are responsible for results, and they properly are given the power to summarily release a superintendent.¹²

This same attitude was restated by a court in 1948.¹³ An Oklahoma decision stated that all school employees must be employed for one year at a time¹⁴ while an Illinois court clarified the legal status of the city superintendents in those states resulting in an eventual change in the statutes.¹⁵ A Georgia ruling guaranteed the superintendent fair treatment in dismissal proceedings in such matters as due notice of charges, hearing, etc.¹⁶

A New Jersey opinion described the need of protection for the superintendent of schools in the performance of his duties:

The legislature has afforded this protection through the provisions of a term of office and tenure. Tenure is meaningless if the board of education can deprive the superintendent of his statutory and inherent powers and transfer his duties to another person.¹⁷

Powers of Recommendation

Several cases developed through questioning the superintendent's powers and responsibilities in making recommendations. A Massachusetts court ruled in 1946 that a superintendent is not required to recommend any one person for a position over another for "the duty of the superin-

tendent is owed the school committee and not any one person. . . ."¹⁸

It has been established some years before this that the Massachusetts superintendent was required by law to recommend textbooks and courses of study, and that while his power of recommendation could not override the authority of the school committee, still he was guaranteed by law the right to advise and recommend to the committee.¹⁹

In other states the mandatory duty of the superintendent to make recommendations on the appointment or dismissal of teachers, selection of textbooks and courses of study, was challenged.²⁰ In each of these cases the superintendent was upheld by the court or the state authorities.

In one such dispute in which the superintendent's power of recommendation was circumvented, his authority was upheld by the court in the following statement:

It becomes apparent that a superintendent of schools who is deprived of the powers essential to the performance of his duties is no longer a superintendent in fact, but only in name, and accordingly, is actually dismissed as a superintendent. A superintendent under tenure can be removed only by the procedure prescribed by law. What cannot be done directly cannot be accomplished by indirection.²¹

In other decisions it was restated that tenure must not be an idle gesture and

must be protected against a possible weakening.²²

In Summary

In summary it should be observed that differences of opinion are bound to arise in the administration of the public schools. Numerous cases are recorded in which the rights and obligations of the superintendent have been questioned. Especially troublesome is the power of recommendation by the superintendent. In practically all of these cases the superintendent has been upheld by the courts in the discharge of mandated duties, especially if their performance involved professional judgment or discretion. There is no evidence to show how many cases have developed over the nation in which differences of opinion have developed into situations where, for the good of all concerned, contracts have been broken by the payment of money.

It is evident that many of these cases would not have developed if there had been more complete understanding and harmony between the superintendent and the board of education. Modernization of existing laws in the light of current practice, a clearer understanding of the relative functions of the board of education and the superintendent, and improvement of the standards of the superintendency should do much to keep such conflicts mentioned above at a minimum. But in the final analysis, it would seem that it is extremely important for the superintendent to concern himself with sharing information with the board, improving public relations, and maintaining a high standard of professional and personal performance.

²²Seidel v. Ventnor City, 110 N.J. L. 31.
Viemeister v. Prospect Park, 5 N.J. Sup. 215.
Rein v. Riverside, 1938 N.J. School Law Decisions 308.

¹⁸Crudden v. Superintendent of Schools of Boston, 67 N.E. 475, June 4, 1946.

¹⁹Duffey v. Hopkinton, 236 Mass. 5, May 19, 1920.

²⁰Russell v. Gannon, 281 Mass. 398, Jan. 4, 1933.

²¹Valente v. Board of Education of City of Hoboken, 7 N.J.S.L.D. Apr. 12, 1951.

²²Lone Jack v. Hendrickson, 200 S.W. 2nd 736, 1947.

¹¹Millicher v. Board of Education of Central School District No. 1, 83 N.Y.S. 2nd 49, 1949.

¹²Caverno v. Fellows, 286 Mass. 440, May, 1934.

¹³Fahl v. School District No. 1 of Denver, 180 P. 2nd, 532.

¹⁴Parrish v. Moss, 106 NYS 2nd 577, 1951.

¹⁵McMaster v. Owen, 90 NYS 2nd 491.

¹⁶Barnett v. Fields, 92 NYS 2nd 117.

¹⁷Sastokas v. Freehold, 134 N.J. L. 305.

¹⁰Johnson v. Rapp, 229 P. 2nd 414, Calif., 1951.

¹¹School Town of Milltown, Crawford Co. v. Adams, 65 N.E. 2nd 635, Mar. 28, 1946.

¹²Appeal of Hartwell, 41 N.Y. State Department Reports 302, No. 1809, Dec. 1, 1931.

¹³Virginia, State Department of Public Instruction, Correspondence, Jan. 6, 1945.

¹⁴Eckema v. Board of Education of City of Duluth, 11 N.W. 2nd 76, 1943.

¹⁵Board of Education of City of Minneapolis v. Sand, 34 N.W. 2nd 689, 1948.

¹⁶Dungan v. Independent School District No. 39, 77 P. 2nd 1117, Okla.

¹⁷Bichm v. Tess, 340 111 App. 140.

¹⁸Guy v. Nelson, 44 S.E. 2nd 775.

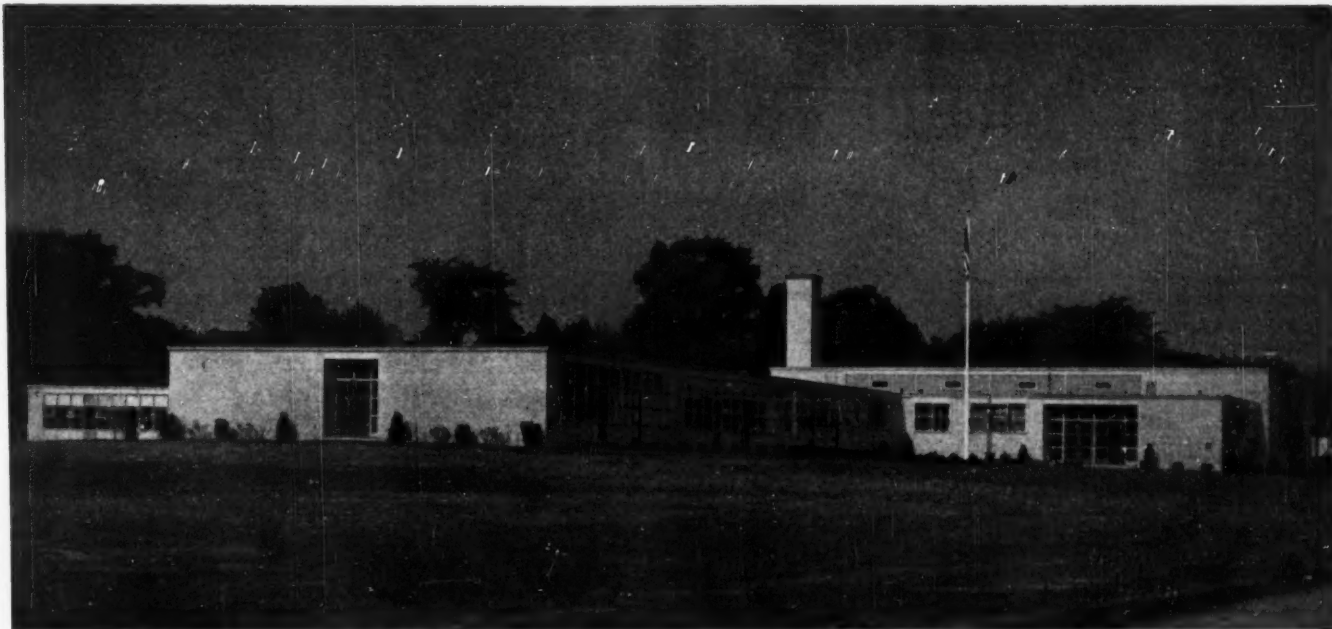
¹⁹Cur v. Dayonne, 1938 N.J. School Law Decisions 279.

The Westboro Elementary School, Westboro, Mass.

Education Planning, Superintendent Charles M. Robinson
Architectural and Engineering Planning and Supervision,
Kilham, Hopkins, Greeley & Brodie, Boston

The new Westboro Elementary School building, completed in October, 1952, occupies an irregularly shaped site of 17 acres, partly wooded and laid out for play and athletic games. Each of the 12 classrooms measures 22 ft. 2 in. by 36 ft. 4 in., and is arranged with a work corner. The classroom equipment includes:

30 desks and chairs; green chalkboards; cork display boards; a map rail
A work counter; sink and drinking fountain
Cabinet containing teacher's wardrobe closet; bookcase; storage shelves; storage drawers and files
Children's wardrobe
Clear glass windows; Venetian blinds; an exit door to the paved playground
Fluorescent lights; electric outlets for audio-visual apparatus



The Westboro Elementary School, Westboro, Mass. — Kilham, Hopkins, Greeley & Brodie, Architects, Boston, Mass.

The all-purpose room which measures 40 ft. 5 in. by 70 ft. has a flat hard maple floor. The platform, which is 40 ft. 5 in. wide by 21 ft. 2 in. deep, can be shut off from the main room by a permanent folding door and stage curtain. The room is equipped with:

6 tables and benches to fold back into the walls; 2 folding tables and benches; 360 folding auditorium chairs

Basketball equipment

The kitchen where hot noon lunches are prepared and which is available for community use, is finished with a ceramic-tile floor and walls, and stainless-steel sinks and counters. The serving counter is so arranged that the kitchen may be shut off completely. The adjoining corridor and entrance door permit the bringing in of supplies and the removal of waste without entering the building proper. The kitchen is equipped with:

Gas range with hood, vegetable peeler, food mixer, dishwashing machine, garbage-disposal machine, worktables, refrigerator

Storage room

The toilet rooms have ceramic-tile floors and walls. Plumbing fixtures are of heavy-duty school type with china washbowls, toilets, and urinals.

The building is heated with steam produced in an oil-fired boiler fitted with vacuum return. An incinerator is provided. The gas hot-water heater and storage tank supply classrooms and toilets.

Fire protection includes a complete automatic sprinkler system connected to the town fire alarm.

The administrative rooms include a principal's office (114 sq. ft.), teachers' room (168 sq. ft.), health rooms (343 sq. ft.), storage rooms (740 sq. ft.).

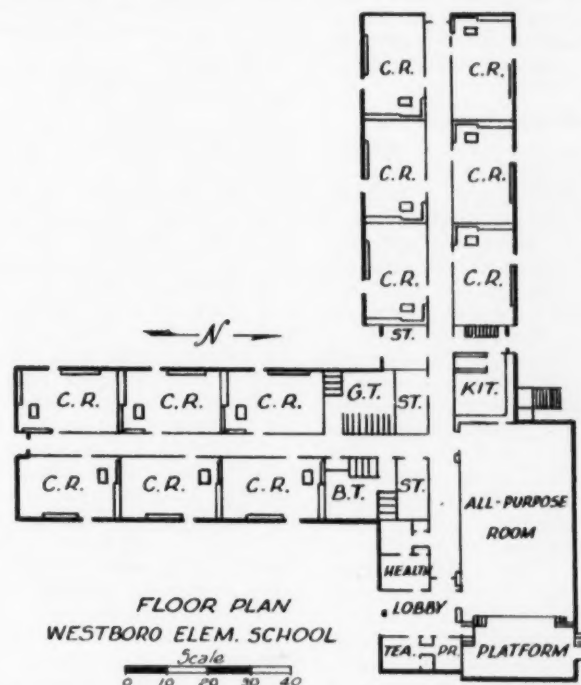
A complete intercommunication system with radio and record player is located in the office and connected with all classrooms and stage.

The total cost was \$415,000. Of this, \$11,850 was spent for the site; \$298,725.81 for construction; \$31,100 for site preparation,

water, sewer and gas services, roads and paved playground, seeding.

The equipment cost \$36,018.79; the professional fees, \$27,530.00; the insurance, bids,

and clerk of works, \$9,775. Cost per square foot of floor area based on a total cost of \$415,000 was \$18.35; cost per pupil for 360 basic enrollment, \$1,152.77.



The building is planned so that the administrative area and the all-purpose room adjoin the street.

THE PREPLANNING SURVEY—II

Roland E. Sellew and Carlton B. Ryder*

This is the second of a series of three articles on preplanning surveys, which resumes the authors' discussion in the September issue. — The Editor

Basic Data

Pupil Enrollment — Present and Projected

In most school systems, a perpetual inventory of both present and projected enrollment figures is maintained for all grades. However, it may not be inappropriate to describe an exceptionally accurate method for projecting future enrollments which has been developed by the Bureau of Research and Planning of the Connecticut State Department of Education.

Each school system in the state keeps annual records which provide most of the figures required in the calculation of projected enrollment. The records of births, in this case "allocated births," are available from a state Bureau of Vital Statistics, the town or county clerk, or some other official of the area concerned. "Allocated births" are births to residents of the community, regardless of the place of the birth itself.

The Enrollment Study Form

The enrollment study form is reproduced in Figure 1. This form is used as follows:

1. In the column headed "Allocated Births," place the annual number of such births opposite the appropriate year. Figures not in the available recorded data will be estimated.

2. In each grade enrollment column, enter the actual enrollment as of October 1 for all school years, from the six years previous to date. In some areas, where a seasonal influx of students occurs, it may be helpful to select an average of two dates or some date other than October in order to arrive at a more balanced estimate.

Calculations from the above entries will then be made as follows:

3. Total the allocated births for the six calendar years previous to the current school year and enter them in the margin at the left of the line, "Top 5 Year Total."

4. Total the enrollment in Grade 1 for the six school years previous to the current year and enter the figure in the margin at the left of the line, "Bottom 5 Year Total."

5. In each grade column, total the enroll-

FIGURE 1
Estimate of Future Enrollments — Grades 1 to 12 — No Kindergarten

Allocated Births	School Year	1	2	3	4	10	11	12	P.G.	Spec.	Total	School Year
1941	1947-48											47-48
1942	1948-49											48-49
1943	1949-50											49-50
1944	1950-51											50-51
1945	1951-52											51-52
1946	1952-53											52-53
Top 5 Yr. Total												
Bottom 5 Yr. Total												
	% Persistence											
1947	1953-54											53-54
1948	1954-55											54-55
1949	1955-56											55-56
1950	1956-57											56-57
1951	1957-58											57-58
1952	1958-59											58-59
1953	1959-60											59-60
1954	1960-61											60-61
1955	1961-62											61-62
1956	1962-63											62-63
1957	1963-64											63-64

ment for the top five of the six school years previous to the current year and enter on the line, "Top 5 Year Total."

6. In each grade column, total the enrollment for the bottom five of the six school years, ending with the current school year, and enter on the line, "Bottom 5 Year Total."

Perform the operations in Items 5 and 6 for each grade, except for P.G. (post-graduate) and Spec. (special students). Next calculate the percentage of persistence ("% Persistence") as follows:

7. Divide the figure for Item 4 into the figure for Item 3 to the nearest tenth of 1 per cent, and enter this percentage on the line, "% Persistence," and in the column headed, "Grade 1."

8. Find the percentage persistence for each of Grades 2 through 12, by dividing the bottom 5 year total for the selected grade by the top 5 year total for the preceding grade, and enter the figure on the "% Persistence" line for the selected grade.

9. Multiply the percentage persistence figure in the Grade 1 column by the birth figure for the birth year on the same line as the school year being predicted. Write the product in the Grade 1 column for the predicted year being considered. For birth years beyond the available statistics, and corresponding school years, use the birth estimates based on indicated trends. The result will be calculated estimates and predictions for Grade 1 for the years to come.

10. Proceed to calculate for the other grades, 2 through 12, by multiplying the percentage persistence figure for the grade concerned by the enrollment, or predicted

enrollment, in the preceding grade in the preceding year.

11. The P.G. and Special Students figures may be projected as an annual average based upon previous experience, and modified as local conditions dictate.

From the completed chart, it is now possible to arrive at totals for any combination of grades (such as Grades 10, 11, and 12, if a senior high school planning project is being considered), or for the entire system. The entries on the chart may be entered in colors: black for actual figures, red for figures predicated from actual figures, and blue for figures predicted from predicted figures.

The percentage persistence figure will be changed by mortality and population shifts. Thus population shifts are taken into account by the selection of the month on which calculations are based, or by the use of an average of two base dates, and temporary influx will be accounted for.

With a student population estimate reached, the size of the school building under consideration can be determined. A decision on reserve capacity for unpredictable growth must be reached at this point, and, while no set occurrences can be anticipated, some possibilities might be examined. For example, the construction of trunk, high-speed highways from adjacent and larger population centers may be in the planning stage or under construction. Such changes in the communications network may result in a population growth in the area concerned, particularly if the mileage involved is within normal commuter distance. Known or contemplated industrial

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expansion in the area or within a reasonable distance may also affect the policy on reserve capacity. In any event, it is less expensive to build extra classrooms when the building proper is constructed than to provide the rooms at a later date.

School Organization Plan

Knowledge of the organizational setup of the school system is, of course, basic to the consideration of any school building project. The grade grouping of the moment may not necessarily be a guide to the future as a study of many school systems will reveal. Changes may result because of purely educational factors or from the desire to use existing school buildings to the best advantage. The preplanning survey by the consultant must consider these factors in the formulation of a practical building policy.

Curriculum

The next step is the compilation of a complete list of subjects to be offered by the proposed high school. Coupled with this list, there must be information on the student enrollment in each subject as well as the number of school periods allowed it in the weekly schedule. The anticipated enrollment, as well as the capacity enrollment, should be considered. This list must include all student activities such as music, athletics, shopwork, homemaking, etc., as well as academic work. Space allocation and the evaluation of a given room with respect to other rooms is based upon the school offerings.

Each foreseeable augmentation to the curricula should be included in the list, with the number of estimated student-periods per week. In addition, any school structure should have maximum flexibility, so as to allow for unforeseen developments. The reason for this detailed list and estimate of student utilization in terms of student-hours per week will be readily apparent in any logical approach to the planning problem. It is even more basic to the particular type of preplanning survey which is suggested and described in this article.

Center of School Population

Data on the geographic school population is basic to the intelligent selection of a site, and also influences the access facilities and their location. This is the natural starting point for locating the building, even though other considerations may result in the selection of a site not directly indicated by the organized data. Maps of the area to be served, showing the home locations of each student, will be needed. The conclusions must be modified by apparent trends in residential development areas and by proposed changes in zoning laws. Adjacent highways and roads will also influence site selection. All means by which students get to school must be con-

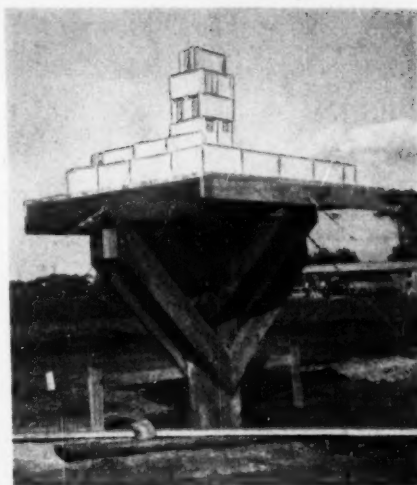


Figure II. Building foundations are best designed on the basis of a test of the bearing ability of the soil at the footing level.

sidered: walking, bicycle, school bus, private car, and public vehicles. A study of these factors will also be of paramount importance when laying out approaches, drives, and walks to the school, bus unloading areas, parking areas and locations for bicycle racks or shelters.

Site Selection

It is obviously impossible to do more than to generalize on the details of a plan for the building until the site is finally selected. The orientation, topography, soil and drainage characteristics, direction of principal access, and many other factors will influence the over-all plan and the details of its design. The theoretically ideal location, while indicated by the accumulated data, will be modified by many other factors. The location will naturally be affected by the size of the land available and by economic considerations.

The factor of access has been mentioned and in this category especially worthy of note are the location of heavily traveled streets and highways, railroad crossings, and other travel hazards. Minimizing student travel across such hazards will insure the best safety conditions.

The size of the school grounds is of vital importance. There is likely to be little criticism of a site that is too large. In metropolitan areas, the restrictions will be such that sites of ideal size may not be feasible. Generally, however, for secondary schools, 10 to 20 acres should be the minimum, plus one to two acres for each 100 students.

Play areas and athletic fields should be sufficiently elevated to prevent drainage from adjacent ground and should be sloped to readily shed excess surface water. An investigation may prevent the acquisition

of land which will require expensive land-tile drainage systems. The nature of the subsoil should be examined by digging test holes or by borings, for two reasons. First, if public sewerage is not available to the site, the seepage and absorption characteristics of the soil should be known. Subsoil with poor seepage, or with a high water-table level, will result in excessive sewage disposal costs. Second, the bearing capacity of the soil, if there is the slightest question about it, should be investigated, at least to determine whether piling or other costly foundation preparation is required for the building. After purchase of the site, and prior to actual detailed planning, a test of soil bearing at the level of the proposed footings may well be made. These tests will prevent footing sizes which are either too scanty or too generous, and will help avoid excessive costs or consequent danger to the structure.

An illustration of a satisfactory test method is given in Figure II. The test rig consists of a platform about six feet square, mounted on a one-foot square wooden post, the bottom of which is set into the ground at the proposed footing level. The whole rig is guyed in four directions to prevent overturning. The platform is then loaded with masonry block or brick so that, including the dead weight of the rig itself, the load on the foot-square test area is roughly twice the design load contemplated for the footings. No settlement should be noted with this loading after 24 to 48 hours. The loading may then be doubled, and a reading as to settlement taken after an additional 24 to 48 hours. A minor settlement with this weight of four times the design load should not be regarded seriously, unless the settlement continues.

(To be concluded)

NEW YORK CONSTRUCTION

The New York City board of education has requested the City Planning Commission to approve a record school construction program of \$101,500,000 for 1954. The capital budget for the same year is to include a request for \$65,680,000 for 30 new school buildings and additions, to accommodate 34,400 students. Included in the program are two new high schools, to seat 4000 pupils. Since 1947, the board has opened 72 new buildings, has 49 under construction, and has plans for 21 to be put under construction by January, 1954. The outlays for this work will be \$232,937,562. The work proposed for 1954 should reduce the double sessions classes by 50 per cent.

TACOMA BUILDING PROGRAM

The board of education of Tacoma, Wash., has completed the first portion of its new school building program, which includes four elementary schools, two remodeled buildings, and additions to two junior high-school buildings.

The board has presently under contract a number of new projects, including four elementary schools, and additions to three elementary schools. Buildings in the planning stage comprise a new junior high school accommodating 600 students.

Wisconsin Builds —

A Notable Professional Laboratory School

By Lester Emans, Ph.D.*

A modern educational program calls for a modern teacher. This modern teacher must be educated in modern theories and practices. Preservice education in modern methods requires a modern teacher education training center. The state of Wisconsin has completed such a center by constructing at Wisconsin State College, Eau Claire, a professional laboratory school equipped to train modern teachers for the modern school.

This new professional laboratory school was planned by a building committee composed of staff members appointed by the president of the college. In the very early stages of planning, members of this committee recorded the

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Student-teachers viewing a model class in action through the one-way-vision window.

needs of the college on a tape recorder. These recordings were used by the architects for the first preliminary sketches. Throughout all stages of planning *functional use* was the

criterion against which proposals were meticulously checked. The building was planned, built, and equipped following the ideas of a committee of experienced teachers close to the day-by-day needs of the modern teacher.

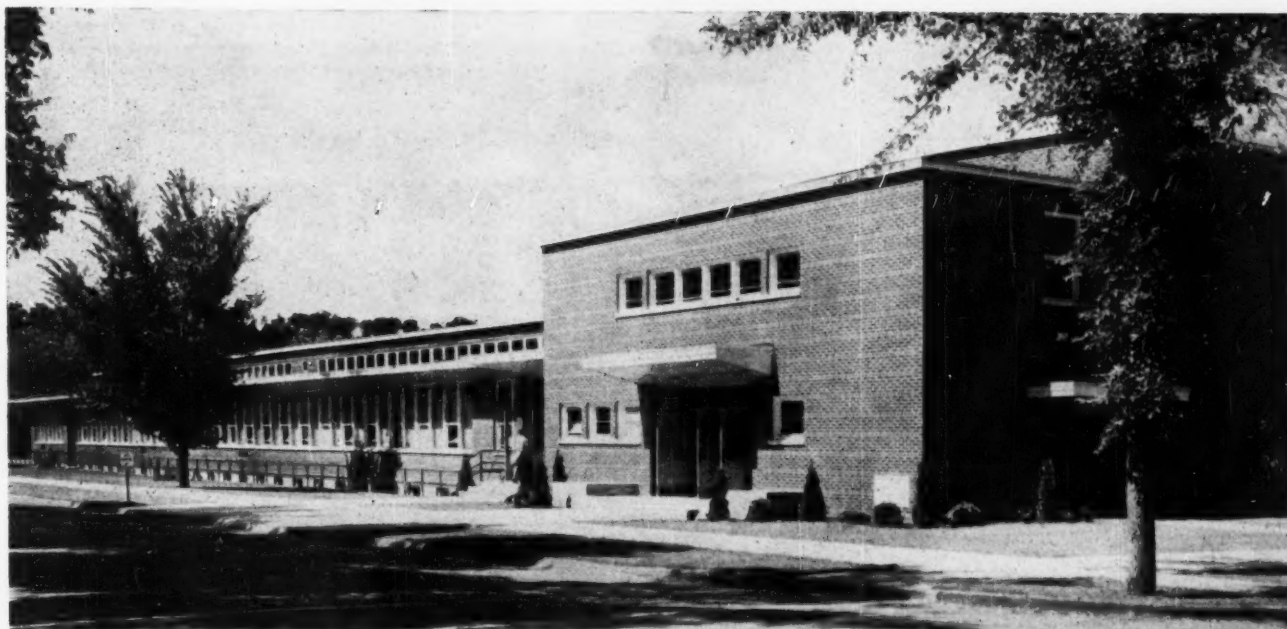
General Construction Features

The new \$1,500,000 building is an L-shaped structure consisting of four interconnected units. These include an education and psychology classroom and curriculum laboratory building, a little theater complete with facilities for speech and dramatics, a physical education building adequate to demands for physical education, gymnasium and health needs; and an elementary laboratory school building containing eight classrooms and kindergarten.

The structure is of contemporary design built on a 4-ft. module, with the exterior of brick, stone, and wood on a steel and concrete frame. A 4-ft. overhang of the roof of the elementary unit is designed to shade the continuous glass walls. Natural daylight is introduced in the overly wide elementary classrooms through large windows and clerestory windows. All rooms and corridors except in the gymnasium proper have acoustically treated block ceilings. All floors are of light-colored asphalt tile. Walls and room partitions are cinder block, corridors are wainscoted five feet high with ceramic tile. All rooms have been artistically decorated in pastel color



What the student-teachers see from their gallery perch.



The Laboratory School, Wisconsin State College, Eau Claire, Wis. — Eschweiler & Eschweiler, Architects, Milwaukee, Wis.

schemes developed by the art department of the college.

Green glass chalkboards have been used. Each room is equipped with double traverse tracks to accommodate sun shades and also darkening drapes. Audio-visual aid outlets and conduits will enable every teacher to use the modern equipment in classroom instruction.

Incandescent lighting, controlled by photo-electric cells located in the center classrooms on the east and west sides of the elementary school unit, provides artificial light for the

rooms housing the elementary pupils. Fluorescent slim-line lighting fixtures have been installed in the college education classroom unit.

The entire four units are heated from the central heating plant of the college. Univent heating units are installed in each classroom. A cold-water system of air conditioning has been planned for the theater unit. The entire structure has been located within 30 ft. of the adjoining secondary streets so that playgrounds are located in the rear away from the dangers of traffic.

Campus Elementary School Unit

The elementary school unit, commonly called the Campus School, extends 264 ft. along the side street. This portion of the building houses a typical elementary school consisting of both a four- and a five-year-old kindergarten and one room for each grade—one through eight. The enrollment in each group is limited to twenty-five pupils.

Every classroom unit consists of a regular 26-ft.-width classroom, a project room, and a teacher's office. Chalkboards occupy the front wall and approximately half of the side wall; the balance of the side wall is covered with green cork board located above library shelves. Along the back of the classroom is a built-in counter with storage shelves, a large chart bin, and compartments for the use of student teachers.

The project room, approximately 16 by 12 ft., is separated from the classroom by stationary windows. Counters furnish the pupils' work space; each project room contains hot and cold water and a large sink. Reversible chalkboard-bulletin boards will be installed on the back walls.

The teacher's office, as a part of each classroom unit, provides the space for the student teacher conference with the supervising teacher. This office is equipped with a one-way glass window through which the classroom teacher may observe her pupils under the direction of the student teacher without being seen from the classroom.

Every elementary classroom may be darkened for the use of audio-visual aids. Each room is connected with the radio AM and FM phonograph unit and public-address system controlled from the principal's office.

The kindergarten unit is much like the other classroom units except that it is larger. Separate toilets are provided; a separate entrance connects with the tot play lot; extra



A typical classroom looking toward the enclosed work rear.

storage facilities are close by; and a natural fireplace provides a homey atmosphere.

An unfinished basement, under the entire unit, which measures 66 by 264 ft., will provide room for the auxiliary facilities now located under the teacher-education unit. As soon as additional funds are available these special-purpose rooms will be moved into more spacious quarters closer to the pupils they serve. They now consist of rooms for elementary art and art methods, elementary music and music methods, elementary science and science methods, and the hot lunch and elementary home arts room. In the new location will also be provided indoor playrooms for the pupils, audio-visual aids' preview facilities, and a parents' room.

The elementary school unit is unique in that an observation gallery has been provided above the central corridor. From this observation deck students in teacher education have an opportunity to study classroom procedures in as natural a situation as possible. These prospective teachers may also listen to classwork going on in the elementary rooms below by means of loud speakers connected to microphones installed in each classroom.

Students observing from the observation gallery are always under the direction of the college instructor who has previously made arrangements with the classroom teacher. It is no longer necessary to interrupt the normal activities of a group of pupils; the prospective teachers may observe through the one-way glass without being seen from the floor below.

The Little Theater Unit

Another unit in this professional laboratory school is the Little Theater, which serves as assembly room for the elementary school and as workshop for the college students in speech and dramatics. The stage proper is 28 by 55 ft.; adjoining it is a stage properties and scenery workshop; immediately below are dressing rooms, make-up rooms, wardrobes, and shop. Special studios and broadcasting rooms overlook the theater unit at the rear.

The Teacher-Education Unit

Although the entire building is really a laboratory for professional education one unit houses classrooms and staff offices for the education and psychology departments. The heart of this unit is the curriculum laboratory suite, and the elementary and secondary libraries. A children's library, under the direction of a trained librarian, is also a part of the unit.

Health and Physical Education Unit

The largest unit is devoted to health and physical education. The main gymnasium floor is 100 by 100 ft., with a central folding partition. With the partition closed two regulation-sized basketball courts are available; when the partition is open, the folding bleachers and the permanent balcony seats will accommodate 2700 spectators.

The college health department with nurse's office, examination rooms, rest rooms, and storage space is on the first floor. Adjacent is a health classroom, a corrective exercise room, and the staff offices.



A pupil group exploring a class problem.

Teacher-Education Emphasized

Wisconsin State College at Eau Claire has built a professional laboratory for teacher education. Every aspect of the new facilities has been planned with the prospective teacher in mind. Every unit is adapted to a realistic approach to the needs of the teacher in preservice training. Wisconsin has built for teacher education.

WHOSE RESPONSIBILITY?

Under the above caption, Supt. Carl C. Byers, of Parma, Ohio, explains an embarrassing situation in which the Parma City board of education and in fact the whole community finds itself at this time, due to an opinion that the school bond issue for \$3,500,000 cannot be legally sold.

Following a careful program of publicity, the board of education in April, 1953, submitted a bond vote in the amount of \$3,500,000 for much-needed school buildings. The voters approved the bond issue by a 73 per cent majority and the county board of elections then undertook the advertising and sale of the bonds according to law. Following a legal requirement, the Cleveland Press was given the official order to publish the proper legal notices of the election during four consecutive weeks—April 3, 10, 17, and 24, 1953, as required by law.

Due to an error in the composing room of the Cleveland Press, the notice for April 24 was inadvertently omitted. The error was not discovered until after the bond election had been held and the bonds had been submitted to a prominent firm of bond attorneys for a favorable legal opinion. The attorneys in their opinion found that the omission of the legal notice on April 24 invalidated the entire elections and consequently of the bonds. The editor of the Cleveland Press admitted the error which was altogether unintentional.

It appears that the board of education must now begin an entirely new campaign, must convince the community that the new election is necessary, and must carry through the entire procedure of advertising and holding an election. In the meantime, the construction of necessary schoolrooms has been indefinitely delayed and the children are waiting for needed classrooms. The new election will be held in November next.

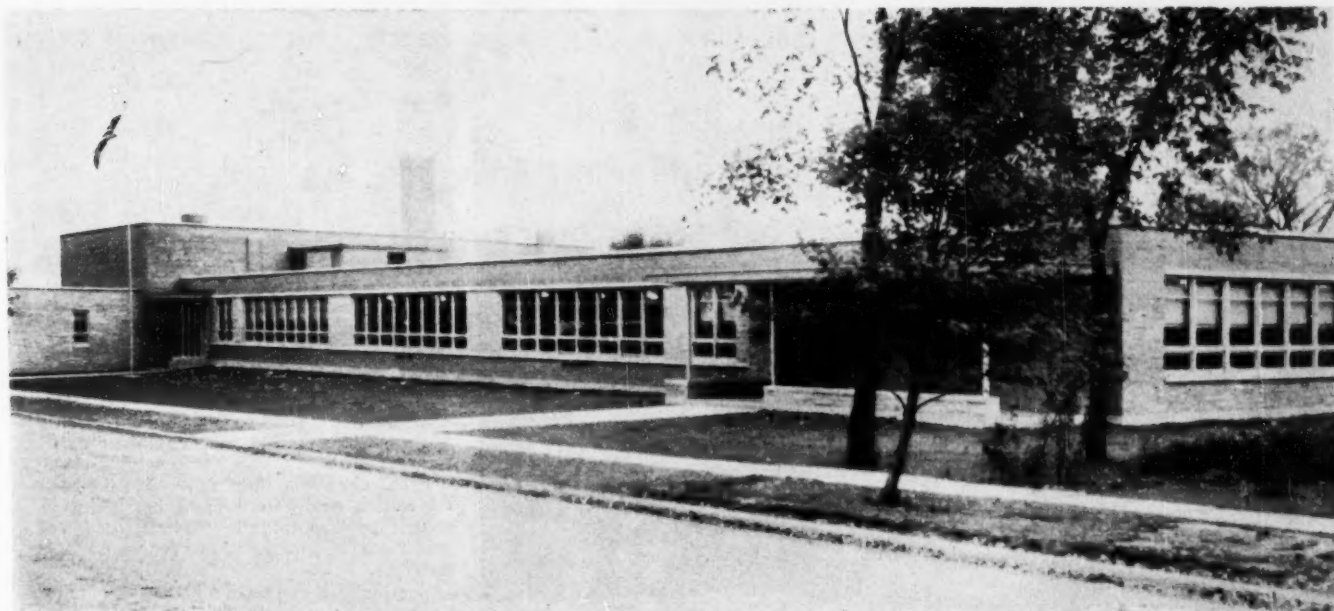
CAMPUS SCHOOL

Newport, R. I. Plans have been completed for a new senior high school, to be constructed along the lines of a university campus, and to contain eight separate buildings. It will take the form of a comprehensive senior high school, will contain facilities for both academic and vocational training, and will cost a total of \$2,200,000. The building was designed by Messrs. Kelly & Gruzen, New York City, and Engelhardt, Engelhardt & Leggett served as educational consultants to the Newport commission.

The plan calls for an English and social science group, an arts and crafts group, a vocational group, and a separate field house to be used as a gymnasium and ROTC hall, and for general community activities. Construction work on the building will start in the spring of 1954.

IMPROVE HIGH SCHOOL

The board of education of Seymour, Tex., has taken steps to improve the physical education facilities of the high school. The plans include considerable remodeling and alterations such as the replacing of floors; providing new shower and dressing rooms and equipment storage space; the building of new folding bleachers; and the erection of a new addition to the gymnasium, to include new shower and dressing rooms, lockers, and storage rooms, a laundry, offices, and lecture rooms. Wyatt C. Hedrick, Fort Worth, Tex., is the architect for the project.



Street view, Webster Elementary School, Watertown, Wis. — Foeller, Schober, Berners, Safford & Jahn, Architects, Green Bay, Wis.

Built for Utility and Permanence— **THE WEBSTER SCHOOL AT WATERTOWN**

The new Webster School at Watertown, Wisconsin, occupied in October, 1952, has been planned for a rich program of elementary education and for utmost safety and permanence in construction and equipment. Community use of the auditorium-gymnasium has been anticipated.

The building is constructed of reinforced concrete and masonry, and contains 12 academic classroom units, each 41 x 24 ft. in size. The kindergarten unit includes a classroom and a modern activity room. Centrally located are a combination visual-aids and lunchroom, with an adjoining kitchen unit. The administrative rooms include a modern health room, a principal's office, a teachers' workroom, a teachers' rest room, and several storage rooms. Two sets of lavatories are provided in each wing of the building.

Of interest to the adult community is a combination auditorium-gymnasium, measuring 50 x 70 ft., placed at the south end of the street front. The unit has separate entrances, a lobby, stage, checkroom, and chair storage. In the basement under the unit there are several activity rooms, two squad rooms, showers, lavatories, space for the Boy Scouts, and a first-aid room. The unit has independently controlled lighting and heating, so that it may be used at any time when the rest of the building is shut down.

The interior is finished in fire-resistive materials chosen for permanence and attractive

finish and coloring. The classroom ceilings, 10 ft. in height, are of acoustical materials suspended from steel framework. All room walls are plastered and painted in colors of

high light reflectivity. The classroom floors are asphalt tile; the hall floors are quarry tile; the floors in the showers and toilet areas are mosaic tile. The gymnasium floor is of hard



Typical Primary Room, looking toward the activity corner.



The Classrooms are equipped with built-in cabinets and movable furniture needed for a modern program of elementary education.



The Kindergartens have adjoining a projects room in which a wide variety of activities may be carried on.

maple laid on a solid concrete slab. The walls of the corridors, toilets, and showers are glazed tile.

Each classroom has especially designed cabinets, a sink with running hot and cold water, linoleum-topped counters, and an abundance of storage space for books and materials.

The building is heated by two oil-burning boilers, fitted with vacuum returns. Each of the classrooms has two deflected type radiators, a unit ventilator, and a thermostat for temperature control.

Costs Were Low

The building cost \$554,090.47, of which \$398,807.07 was spent for general construction, and \$30,841.00 for professional fees. The board of education paid \$3,032.14 for landscaping the grounds and for driveways, and \$15,804.14 for new furniture and equipment.

The educational planning was done by Supt. Roger B. Holtz. The architects and engineers were Foeller, Schober, Berners, Safford, and Jahn. The school board building committee was: S. C. Northrop, Ewald H. Buske, A. E. Bentzin, C. F. Derleth, Robert J. Archie, Herbert W. Lange, and A. P. Hinkes.

FIRST FLOOR PLAN



NEENAH BUILDING PROGRAM

On the basis of a long-range program adopted in February, 1952, the board of education of Neenah, Wis., has just completed and occupied the Hoover Elementary School, an eight-room building with an all-purpose room, and has occupied a four-room addition to the Wilson School. Plans and specifications have been completed for a 14-room addition to the high school to allow for added enrollment and additions to the instructional program. The Hoover School cost \$400,000; the Wilson addition, \$200,000; and the high school extension will cost \$500,000.

The program is the result of a study made by Prof. M. A. Sumption, of Wisconsin University. Following the study, a lay committee was appointed to serve in an advisory capacity to the board of education. Supt. H. B. Mennes reports that the board is planning to continue its study of building needs and will proceed along the lines outlined in the report of Dr. Sumption.

Corpus Christi Schools Meet Housing Crisis

David Haimbach

Corpus Christi, Texas, over the past two decades, has been bedeviled with several varieties of shortage and an overabundance or two. For the schools in particular, classrooms have been in short supply and pupils exceedingly overabundant. This in no way makes the city unique until you begin to examine a few statistics.

Since the schoolhousing crisis stems from too many children and not enough classrooms, U. S. Census figures give a pretty good idea of how population has increased in the last 20 years. The last three census counts tallied a jump from 25 thousand to 57 thousand to 108 thousand. Latest estimates place the population at 137,354 with more coming every day. This is no ordinary expansion but more nearly resembles an explosion. It's one of the things that makes Corpus Christi a top contender for the title — "Fastest Growing Little Town in Texas."

Fastest Growing City

"Fastest growing" aptly describes the expansion of school facilities in the past two or three years. Statistics released by K. A. Wainwright, Coordinator of Research, show 38 new classrooms completed during the 1952-53 school year. An additional 99 classrooms were under construction on July 30, 1953, and the Research Department predicts 94 additional classrooms necessary during the coming school year.

Corpus Christi got its start to rapid expansion with large-scale development of oil and gas fields in the Thirties. Cattle, cotton, and corn had been the staple basis for a solid agricultural economy, but gas and oil pepped up things to boom proportions. The opening of deep-channel port facilities in 1926 established the city on world arteries of commerce. The ensuing business upsurge carried the city through the Great Depression almost unscathed; and World War II brought the establishment of the U. S. Naval Air Station with its auxiliaries. This dumped several million dollars for construction on top of an already groggy small city.

Boom piled on boom brought people tumbling into town in search of prosperity. The waves of newcomers from all over the United States who wrote home to friends and relatives extolled the virtues of Gulf Coast climate and of Corpus Christi in particular. Water sports, hunting, and fishing brought more people into town. Many who came to look and fish stayed on with good jobs and established new homes. More children is a natural concomitant of this bustle and activity.

"How many will there be next year?" is a pressing question for the Corpus Christi schools. Counting noses has been an obsession with school officials for the past 15 years. Whenever the Chamber of Commerce proudly

announces another startling jump in population, you can almost hear the school trustees heave another sigh as they buckle down to provide more classrooms. This year's school census counted 27,683 children and past trends indicate that 29,852 pupils will be in Corpus Christi on April 1 of next year. Seventy more class units will be needed to house the increase. April 1 is no joke for Corpus Christi school officials: it's the day when the annual school census is completed.

The New Superintendent

Two years ago Dr. R. L. Williams arrived in Corpus Christi to be superintendent of schools. The schools were in the middle of the housing crisis. Wartime restrictions had aggravated the situation to the point where hundreds of children were attending school

on half-day schedules. Some progress had been made toward improving conditions when the Korean "police action" put the brakes on the use of structural steel. The trustees along with Dr. Williams took a long look at the situation and came up with some sensible answers to the problem.

Crowded classrooms and half-day sessions put tremendous pressures upon school officials. The board of education, made up of public-spirited individuals some of whom have served several terms of office, has refused to yield to temporary, irresponsible pressures. It is to their credit, and to the credit of the people who voted them into office, that the school trustees took sufficient time to consider the housing problem very carefully. They sought and found the answers to two basic questions: (1) What will our housing needs be for the next five to ten years? (2) How much can we afford to pay?

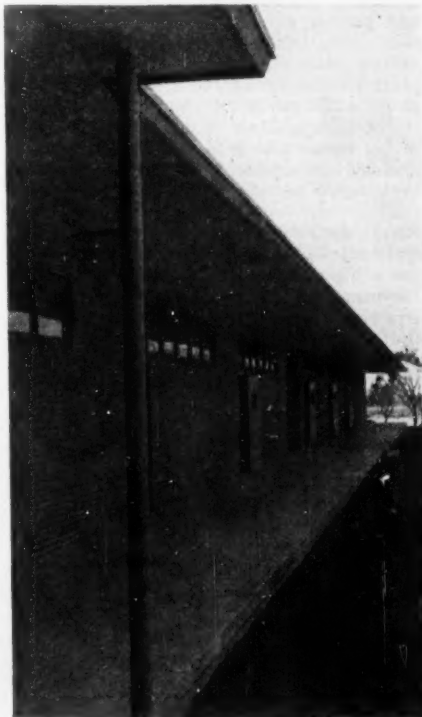
Help of Research

Information available from the Research Department gave the answer to the first question. This department used a number of sources of information to forecast school needs for a number of years in advance. Records of enrollment and attendance, the school census, and the U. S. Census were collated and graphed to give a picture of the past and to indicate future trends. Reports on new connections from the various public utility services and information on new housing developments gives an up-to-the-minute check on the way the city is growing.

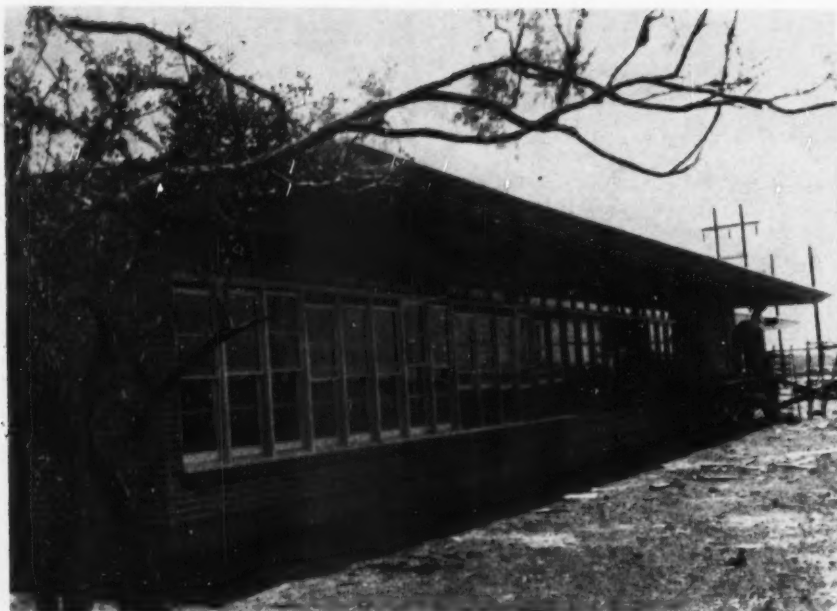
Area development studies were started a few years ago by the city council and this information, in addition to the population studies, enables the school board to produce a time schedule of building needs for the next half-dozen years. An example of this foresight is the board's policy on the purchase of new school building sites. Sites are being purchased as long as five years in advance of actual need. Advance planning and a long-range buying policy enable the schools to obtain building sites large enough to accommodate less expensive one-story school structures. A further economy follows because land purchased today costs less than when developed a few years from now.

The school district purchases building sites according to established policy. Elementary schools to accommodate up to 800 children go on 10-acre sites; junior high schools up to 1000 pupils on 20 acres; senior high schools with 1500 to 2000 students on 30 acres. New elementary schools start out with from 8 to 10 classroom units and with administrative and rest-room facilities for a total of 24 units. Expansion up to 24 units takes place as the area population grows.

Corpus Christi's ability to "pay the piper"



Typical outdoor corridor of the Cunningham Junior High School showing the overhang which acts as a cantilever. Similar overhangs on both sides of rooms counterbalance the weight at center of roof slab and permit lighter and less expensive construction.



West Wing, Prescott Elementary School, containing eight rooms of ultimate 24 classroom building. C. P. Donnelly, architect; Bigler & Bigler, contractors. Completed September 1, 1953.

established a ceiling of \$8-\$10 per square foot on construction costs. Some new buildings had cost from \$11-\$20 per square foot, but those days are gone forever. Experience demonstrated that higher cost did not guarantee youth a better education, and the so-called architectural masterpieces created some undesirable "snob value."

Two years ago some individuals who were "in a position to know about such things" shook their heads sadly and said, "Schools can't be bought today at \$8-\$10 per square foot." Dr. Williams optimistically stated that the low figure was realistic and that further cuts and savings were possible. In the last two years he has proceeded to prove his contention

and provide new construction that looks to the future. Architects, contractors, and school officials have worked co-operatively to effect every possible saving and still provide schools to serve the community for years to come.

The balmy climate of the Texas Gulf Coast makes certain savings in construction costs immediately attainable. Ninety-five per cent of the time the prevailing breeze comes from the southeast. School sites have been chosen away from heavily traveled traffic arteries, and the buildings have been oriented to catch the prevailing wind for ventilation. Most houses, factories, and schools in the Corpus Christi area are "air-cooled" by a fine breeze off the Gulf of Mexico. The need for artificial heat

in a building in South Texas is the exception rather than the rule so that unit heaters can be used instead of central heating.

Sunshiny days predominate and preclude the need for expensive artificial lighting installations. Incandescent light fixtures supplement the natural light on the few days when Old Sol is unable to do his usual job.

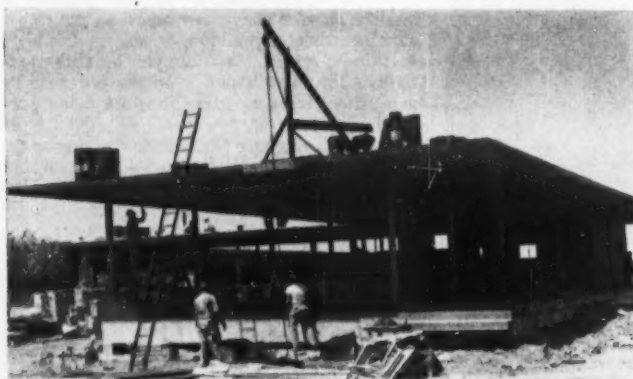
Lighting Problem Solved

Lighting presents a problem of too much rather than too little light. Wide roof overhang and, in some cases, diffusion screens cut glare and protect classrooms from the sun's heat. The overhang also provides a cantilever action as part of the poured or lifted slab type roof. The cantilever balances the weight of the center of the roof slab, reducing the need for heavy and costly re-enforcement. The floors are concrete slab covered with light asphalt tile. Slab construction of the roofs and floors eliminates all load bearing walls which in turn gives the designer greater freedom in arranging the interiors. Partitions are laid out to eliminate dead space. Every inch is put to work.

Windows start at the roof and extend almost to the floor. The windows are made of double hung sash rather than architect's sash and are placed to eliminate all offsets between window sashes. This type of window can be set in concrete lintels at a considerable saving.

Keeping walls clean and attractive where little fingers touch has been a big maintenance item in schools. The new schools in Corpus Christi use a variety of tile to completely eliminate plaster and provide smooth, easily cleaned wall surfaces. Plasterwork has always been a problem because of the high humidity in the coastal area. Glazed tile at points which need much cleaning and unglazed or semiglazed tile cover all interior walls. This construction is economical in initial cost and maintenance, and tests show that tile has excellent acoustical qualities. No paint is required on interiors except on the wood trim.

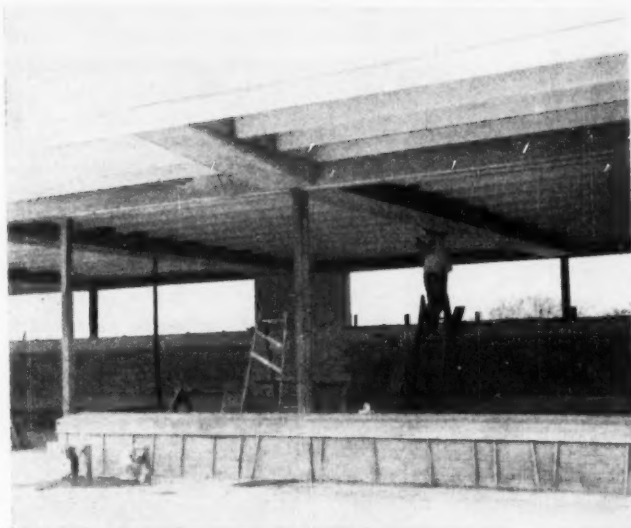
Ninety-six per cent of the school days permit outside play. This fact alone has caused school designers to adapt the buildings to the climate. Dr. Williams has put this idea to work in the design of a new type gymnasium.



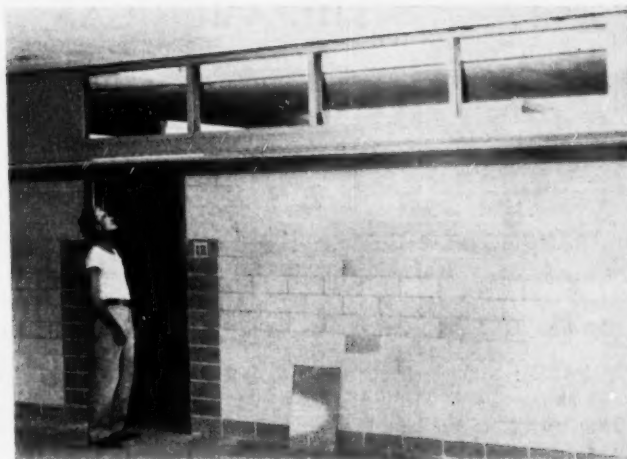
The Roof and Floor of the Cunningham Junior High School are of poured concrete construction. Some schools are using lifted slabs for roofs. Exterior walls will be brick, and interior walls will be glazed, semi-glazed, and unglazed tile. All walls will be non-load bearing.



Central Park Elementary School showing typical fenestration facing southeast to catch prevailing breeze. E. E. Hamon, architect.



East Wing of Central Park School showing one form of roof construction and steel supports. E. E. Hamon, Architect, Corpus Christi.



In a few schools which have central corridors, skylights and ventilating openings permit the air to circulate across corridors to rooms on opposite side of building. Glazed and semi-glazed tile are used to height of wall switches; unglazed tile, above touch level.

He suggested that gyms could be built without walls to take advantage of natural ventilation and save money. Architects, administrative and business staff, together with Dr. Williams, talked the idea over at length and finally evolved a roof-over-concrete-floor gym. A special type of resilient asphalt tile is used on the floor. The building is like a giant beach umbrella. The roof protects from the sun's heat and occasional rains. Shower and dressing facilities in field-house style connect directly with the gym.

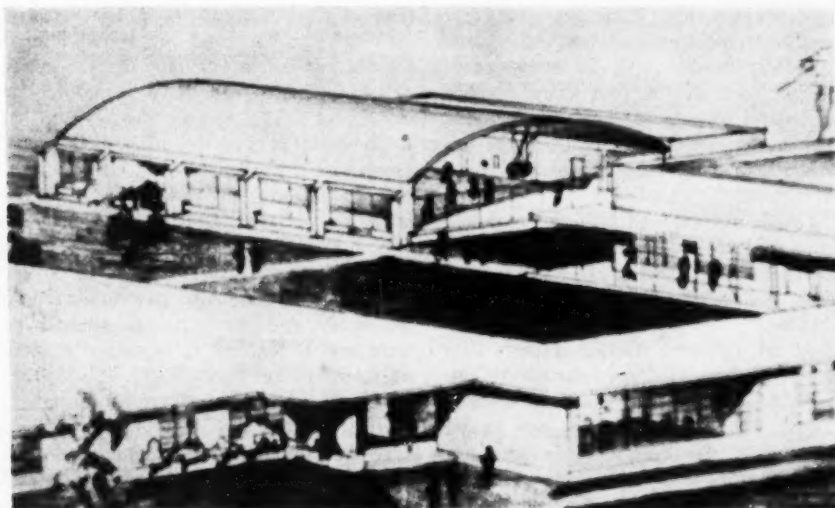
Open Air Gymnasium

It is recognized that this type of gymnasium has not proved itself. The only possible drawback might be the unpredictable climate. Winters are usually mild with an occasional chill

"norther." It is believed the new gym is a logical adaptation to the Gulf Coast climate. Should walls prove necessary at a later date there is provision in present plans for adding them.

Cabinetwork, library shelves, tables, and many other items of equipment needed in a new school have come under the scrutiny of economy-minded school officials. The school-maintenance-shop facilities make it possible for the district to manufacture much of its own wood and metal equipment. Plans worked out co-operatively by principals, supervisors, and teachers in conference with shop personnel assure workable designs. Many of the items have been tried out in schools before final standardization. School personnel desirous of summer employment augment the regular shop staff in producing the needed equipment.

All of these money-saving ideas have put Corpus Christi school officials in a frame of mind to provide adequate classrooms for all children of school age. There is a complete absence of head-in-the-clouds type of school planning. These men see a difficult but not unattainable goal and energetically move toward fulfilling their aims. Monumental construction projects which leave the designers' and school officials' names emblazoned in architectural Halls of Fame are out. Provident, imaginatively planned schools are in. The rapidly expanding school population presents problems which require foresight and hard work to achieve solutions. Corpus Christi is building schools today planned for a larger community tomorrow. The housing crisis has been met with eyes open and practical planning for all foreseeable contingencies.



The Open-Side Gymnasium at Cunningham Junior High School will constitute a giant beach umbrella. Sketch by Smyth & Smyth, architects.

RACINE SETS NEW BUILDING PROGRAM

The board of education of Racine, Wis., has received from Supt. Ernest G. Lake, an outline of a proposed \$2,900,000 building program, which is intended to provide the schools with 47 additional classrooms by the end of 1955.

About one half of the program, including the S. C. Johnson Elementary School, and auditoriums to be attached to five old buildings, is already under construction. Additions will be erected at three elementary schools.

Superintendent Lake explained that \$1,300,000 of the funds needed for new buildings is already on hand. He asked that the city set aside \$300,000 a year for the next two years, and sell bonds for an additional \$1,000,000 in 1954 to finance the balance of the program.

SCHOOL BUSINESS OFFICIALS WILL MEET

The Association of School Business Officials will hold their 1953 convention October 11 to 15, in Cleveland, Ohio. The headquarters will be at the Hollenden Hotel, where registrations will be received and business conducted.

THE AMERICAN School Board Journal

Guest Editorial by Edward A. Fitzpatrick, Ph.D.

TRAINING FOR CITIZENSHIP

Keep as much of the government as close to the people as possible.—
DWIGHT D. EISENHOWER.

PROBABLY nothing affects our everyday living as does government. We have gone a long way from the conception that the government is best which governs least. We have almost accepted the notion that whenever we get into trouble or have a difficulty, as individuals or businessmen, in labor organizations or even in school systems, we should turn to government—and particularly to the Federal Government—to save us.

Training for citizenship has always been stated as an aim of public education, sometimes as *the* aim. We have not always realized that the moral and spiritual formation of the individual was the primary aim of education and the only secure foundation for effective training for citizenship. Too often we have assumed that knowledge about government was enough. We taught impressive outlines of governmental organizations, divisions, bureaus, branches and sections, and even included the current salaries of personnel. We taught the division of powers as verbal distinctions, but we had no realization of what they meant. With a well-informed alert citizenship, President Roosevelt's attempt to pack the Supreme Court could never have gotten started. We have been teaching a dead knowledge, even a false knowledge about government, which we are likewise doing about United Nations—but about this another time.

The Actual Picture

The nice clear picture the child gets in school of the Federal Government itself is far from the reality, which is an overgrown, overorganized, and overstaffed multiplicity of hierarchical organization units. A law has just been passed calling for the reduction of expenditures consistent with essential service, eliminating duplication and overlapping, consolidating similar services, and abolishing unnecessary services. It is the actual government, as well as its principles, that should be taught in schools, and furnish citizen interest in such programs.

But more important than this internal correction of conditions in the Federal Government is the proposal to stop the onrushing centralization of power in the Federal Government, and return this power to the states and the people. Candidate Eisenhower in Texas on October 14, 1952, said:

"Keep as much of the government as close to the people as possible. That system of government has served us well, one in which states have had a vital part. The preservation of local order, elbow-room to produce and build, protection of our titles to land, the sacredness of our homes from intrusion, our right to get the best school for our children—we are secured in these basic freedoms in the first instance by our State, our county, our home town."

Intergovernmental Relations

And as President of the United States in his message to Congress (March 30, 1953) asking for the appointment of a Commission on Intergovernmental Relations, Mr. Eisenhower said:

"The present division of activities between Federal and State governments, including their local subdivisions, is a product of more than a century and a half of piecemeal and haphazard growth. This growth in recent decades has proceeded at a speed defying order and efficiency. One program after another has been launched to meet emergencies and expanding public needs. . . . In many cases, especially within the past twenty years, the Federal government has entered fields, which under our Constitution are the primary responsibilities of State and local government.

"This has tended to blur the responsibilities of local government. It has led to duplication and waste. It is time to relieve people of the need to pay taxes on taxes."

And so Congress passed Public Law 109 at the first session of its 83rd Congress which provides for a Commission of 25—of whom 15 members are to be appointed by the President, and five are to be Senators and five Representatives. The declaration of purpose of the statute is practically the same as the President's statement above, about "any existing con-

fusion and wasteful duplication and administration over the extension of Federal governmental power unconstitutionally—all as they affect the States."

A Reversal Called For

This calls for an almost complete reversal of governmental tendencies that began even longer than twenty years ago. In the early part of the century, studies were general in universities of centralization of government within the States as well as in the national government. Textbooks accentuated the fact of centralizing tendencies. Educators and school board members must be especially interested in this development. If the study is competently done, it will require a radical change in the content of our civics books and citizenship instruction, and the spirit of such instructions and its social climate. The selection of Dean Manion, formerly of the Notre Dame Law School, is a good sign because of his special interest in the natural law. But more significant is the fact that he disagreed with the President on the Bricker Amendment, which may prove to be involved in the study, in view of the potentiality of United Nations' action removing centralization, even more remotely from the people, than the Federal Government itself.

Education a Major Interest

Education will necessarily be a major interest of this Committee—or should be—as the basic principles of the study are more clearly in the field of education than in any other field of government. A study of the National Guard and military policy will be especially illuminating in the light of the purpose of this Committee. The original conceptions of the Selective Service System and its Anglo-Saxon foundation as a system of supervised decentralization will have something to contribute. The paralyzing effects of nation-wide or industry-wide strikes will come within the purview of the Committee as indeed will the taking over of industries. Here the problem becomes most difficult because of the nature of our industrial organization and development. These are indications of how fundamental the study will need to be. It will be necessary to extend it beyond the date set for its completion (March 1, 1954).

This ferment about governmental power, its distribution, and its administration is a special opportunity to stimulate new interest in government, to realize its importance in our lives, to understand it more realistically and functionally, and—perhaps—to do something about it.

TWO LEADERSHIPS IN ADMINISTRATION

In the administration of school systems two kinds of leadership are needed both in the formal work of the board of education and in the executive work of the superintendent of schools and his professional associates. This point was emphasized in an address before the New England School Development Council, by Dr. Neal Gross of Harvard when he said:

I should like to make an additional comment on this leadership point suggested by the brilliant work of my colleague, Dr. Robert Freed Bales. It is this. We frequently see the tasks of groups as getting a job done, so we look for people with technical skills. Dr. Bales' research suggests that the formal leader of a group (the chairman or the president) is frequently not the most popular member of the group. Why? Because he frequently has to make tough decisions. Because he has to keep people in line occasionally. This means that he is disagreeing with someone, that he has to put some people "in their place." But by the very process of doing these things he is unconsciously communicating to those members that he does not accept their points of view, that what they are saying is relatively unimportant. He must do things that the group task demands, and as a consequence he is hurting member's feelings, and building up negative reactions to him.

In consequence, what usually develops is that an informal, competing cleavage in the group sooner or later emerges. Unless there is some person who is attuned to these developing cleavages, who can head them off, who can act as the human relations leader, trouble will soon prevail. In short, Dr. Bales' work suggests that attention be directed to placing in a group, in addition to those with technical skills, a person with human relations talents. It is infrequent that the same person can be the technical and human relations leader of the same group. The common sense notion that leaders are born, that different kinds of leadership capabilities inhere in the same person must in general be disregarded because of social science research findings.

We have noticed frequently that some member of a board of education who holds no chairmanship but who works along quietly is the most highly respected and the most frequently consulted person in the school system. Inevitably such a man or woman has strong human leadership qualities and without compromise of principle or person helps all concerned to retain their satisfactions in the main work of the board and of the schools.

NATION'S SCHOOL ENROLLMENT UP

The U. S. Commissioner of Education has issued a statement showing a record 36,949,700 children will be enrolled in the schools and colleges during the 1953-54 academic year. This is two million more than the previous record of 34,993,100 set in 1952.

Private and public elementary schools will enroll 26,931,000 children this year, with more than three million entering the first grade. Last year the enrollment was 25,349,000.

The estimate for all secondary schools is 7,302,000 pupils, compared with 7,028,000 in 1952.

Commissioner Lee M. Thurston had estimated that there will be 10 million more pupils and students in the nation's schools and colleges by 1960.



COMMISSIONER THURSTON PASSES

U. S. Commissioner of Education Lee M. Thurston suffered a heart attack on August 29 and was taken to the Georgetown University Hospital where he died on September 4.

Commissioner Thurston had been in office since the second of July and in the period of a single month had given evidence of initiating most vigorous policies for achieving the purposes of the Office of Education and of expanding its services into a new level of influence and efficiency. His passing is a serious loss to all public education.

UTAH TEACHER TROUBLES

Nearly 3500 of Utah's 6500 teachers held a protest mass meeting in Salt Lake City during the last week of August, to express their complaints against the state government over its failure to provide funds for conducting an adequate program of education. Specifically, the teachers asked that the legislature appropriate funds sufficient to lessen the teaching load of instructors, increase salaries which are \$400 below the average of other states in the Rocky Mountain area, and restore some of the special instructional services. In spite of Governor Lee's promise to call a session of the legislature in January, 1954, and to request an additional 1 million dollars for state school aid, the teachers at the meeting voted to teach as usual, but to sign their contracts with a ten-day cancellation clause.

MICROFILMING RECORDS

The advantages of microfilming municipal records was called to the attention of the Municipal Finance Officers' Association, at their recent convention in July, by Miss Ruth Bruton, of El Monte, Calif. Miss Bruton summarized seven special advantages of microfilming as follows:

For its timely value in connection with protection of permanent records, microfilming should

go a long way toward resolving any doubts about the adequacy of present precautions, and no doubt in time will play an important part in many of your offices. Following are some advantages resulting from use of microfilm:

1. Condensing records in microscopic form saves space, preserves perishable records, and is a direct financial saving.
2. Filing equipment is released for more active records.
3. Better protection and preservation of records is offered. It may be desired to microfilm some vital and permanent records and store the duplicate microfilm copies in vaults or other safe places. Some permanent records may have been made on poor-grade paper and these records may deteriorate over long periods; durability of microfilm compares with the best grade of rag paper. Protection from fire, water, and insects can be given these records.
4. Microfilmed records can be moved from one location to another at considerably less expense than original documents.
5. Increased use-value and efficiency of filing systems results.
6. Departments are relieved of responsibility for care of obsolete records.
7. Rare and unlike material can be made available by duplicating process.

Financing Attendance Growth in California

Ennis Nardi

When pupil enrollment increases at the rate of one new pupil every three and one third minutes, as it has done in California during the past year, nearly every school district in the state is faced with the critical problem of securing immediate financial aid. The distressed district, straitened by state aid based usually on the previous year's attendance record, looks for additional financial aid that will provide funds quickly and with a minimum of red tape.

In a nutshell, California's program to help school districts meet the problem of financing rapidly rising attendance embodies three features: a simple method of determining a school district's actual increase in attendance in terms of units of growth; a formula, consisting solely of three factors, which translates the units of growth into money; and the apportionment of growth money twice during the school year to supplement the principal apportionment and thereby put state aid on a current basis.

Reporting for Growth

By subtracting the average daily attendance of a portion of the previous school year from that of a corresponding portion of the current school year, the increase in average daily attendance of a school district may be quickly determined. Each unit of increased average daily attendance is called a "unit of growth."

For example, last year, the Riverdale Elementary School District filed with the State Department of Education a growth report that included the attendance in regular day classes, the number of days taught, and the resulting average daily attendance for four school months of the current year, and the same information applicable to the first four school months of the preceding year. The average daily attendance for the four school months of the current year exceeded that of the four school months of the previous year by 13.99 units. After this figure was rounded out to the nearest whole number, the Riverdale District was said to have experienced 14 units of growth.

Only the attendance in the regular day school is included in the determination of growth. Attendance in Juvenile Hall Schools, summer schools and classes, in-

dividual instruction, and adult and evening classes is omitted.

For reporting purposes the school year is divided evenly into two periods. Every district — whether it experiences growth or not — is required by law to file a report for each period. Furthermore there are no limiting qualifications as to district need or ability to pay. Shortly after the filing dates, occurring in the middle of January and prior to the close of the school year, the eligible school districts receive their apportionments for growth in a lump sum.

Apportionments are based on gross growth only. *No adjustment is ever made for a decrease in growth.* Thus, if a school district reports growth during one period and a decrease in growth in the other, no compensating reduction in growth money takes place.

The Formula

The money apportioned to the qualifying school districts is computed from a formula comprising three factors: (1) units of growth times, (2) the district's annual unit rate times, (3) the number of days school was maintained for the period over 175.

The annual unit rate of each district is derived by dividing the amount of the state's principal apportionment (less allowances for excess expense of educating exceptional children and for transportation) by the average daily attendance of the previous year. The same unit rate is employed in computing both the first and second period apportionments for growth.

Recent Apportionments

The following table indicates by period the amounts apportioned for growth, to all school districts in California since the current program became law in 1951.

	1951-52	1952-53
First period apportionment for growth (January)	\$ 6,046,207.64	\$ 6,662,688.57
Second period apportionment for growth (June)	\$ 8,226,876.68	\$ 12,204,308.78
Annual Total	\$ 14,273,084.32	\$ 18,866,997.35

Funds for 1953-54

The apportionment for growth program is substantially the same for the current



Dr. Parmer L. Ewing
Superintendent-Elect,
Buffalo, N. Y.

Dr. Palmer L. Ewing has been elected superintendent of schools at Buffalo, N. Y., to succeed Dr. Benjamin C. Willis, who has become superintendent in Chicago.

Dr. Ewing has been superintendent of schools since 1948 at White Plains, N. Y., and previously was superintendent at Rockford, Ill. He is a native of Casey, Ill., and holds the doctor's degree in education from New York University. He has been a prominent leader in school administrative circles in Illinois and in New York state, and has contributed widely to the educational press and to the professional literature of school administration.

school year except for two significant changes. Funds for growth, heretofore provided from open-end appropriations, will be limited to a closed-end appropriation of about twenty-five million dollars. The exact size of the appropriation is contingent upon the state total average daily attendance — estimated at two million plus. The other change involves small elementary and high schools. These schools, receiving a substantial increase in Small-School-Program money under recent legislation, will have to meet attendance and number of teachers qualifications in order to be eligible for growth money.

FAIRFAX COMPLETES PROGRAM

The board of education of Fairfax County, Fairfax, Va., is completing an extensive school building program, at a cost of \$15,676,435. This program which has added 372 elementary and secondary school classrooms to the total school plant, was financed with a \$10,000 bond issue, a grant of \$1,846,864 from the State, a grant of \$2,413,000 from the Federal Government, and surplus taxes of \$817,401.

In February, 1953, the voters again approved a bond issue of \$11,000,000 for new school construction. These funds will add 297 more classrooms for elementary and secondary schools.

The Fairfax school system boasts an enrollment of 23,500 in 1953 and the school officials anticipate an increase of 3000 additional pupils during the period from 1954 to 1957.



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Pupils of the El Rancho High School, Whittier, California, see their studies in a better light... light that has been conditioned by Coolite, Heat Absorbing, Glare Reducing Glass by Mississippi. Filtering out the unwanted factors in "raw sunlight", Coolite floods classrooms with softened, delicately tinted, natural illumination. And Coolite keeps classrooms cooler, more comfortable, for it absorbs nearly 50% of solar heat rays. This all adds up to happier, more attentive pupils, for classrooms glazed with Coolite are not only cooler but they are bright with a pleasant light that makes them cheerful and inviting. Coolite-conditioned light helps protect precious young eyes from fatigue. Students see better, feel better, tend to learn more readily in classrooms glazed with Coolite, Heat Absorbing, Glare Reducing Glass.

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SCHOOL CONTRACTS

In 11 states west of the Rocky Mountains, contracts for new school buildings were let during the month of August, 1953, in the number of 47, at a total cost of \$12,603,941. Twenty-nine additional buildings, were reported in preliminary stages, at an estimated cost of \$15,317,000.

During the month of July, 1953, Dodge reported contracts let for 959 educational buildings at a contract cost of \$176,418,000. The contracts were let in 37 states east of the Rocky Mountains.

SCHOOL BOND SALES

During the month of July, 1953, school bond sales, in the amount of \$188,779,164, were reported. The leading sales were:

California	\$26,597,000	New Jersey	\$6,999,000
Georgia	63,300,000	New York	14,406,000
Illinois	11,417,000	Ohio	5,334,000
Louisiana	6,152,000	Pennsylvania	4,248,000
Maryland	2,000,000	Tennessee	4,143,000
Massachusetts	5,386,500	Texas	3,780,800
Michigan	5,850,000	Virginia	2,000,000
Minnesota	4,769,000	Washington	2,982,000
Montana	4,079,000		

The average yield, as of August 1, was 2.92 per cent for leading municipalities with high credit rating.

RIISING COSTS AFFECT NEW SCHOOLS

The school board of Des Moines, Iowa, is faced with a problem of rising costs, which may make it impossible to stretch available funds to cover the board's building program without a new bond issue.

Bids obtained on the new Watrous elementary school totaled \$353,764, which was \$62,781, or 21½ per cent, higher than an architect's estimate made in the fall of 1951, and 32½ per cent higher than November, 1952. The board believes that the situation can be remedied by a series of economies in the building plans.

COMPLETES BUILDING SURVEY

The board of education of Tulare, Calif., has begun a study of a long-range school building survey, recently completed by Supt. J. David Laird. The survey which shows the necessary expansion of the school plant, points out future trends in school enrollment, urges the board to take steps for expansion, and outlines plans for the purchase of sites and the meeting of future housing needs. The survey is the first step in a needed bond election to finance new schools and sites. The complete program anticipates an expenditure of \$1,500,000.

SITE DEVELOPMENT PLAN

The board of education of the Castle Shannon Borough, near Pittsburgh, Pa., has created a new plan of site development for each school property. The plan is intended to provide proper professional services in initiating a program for making all schools adequate to the needs of the children and the community.

Another feature is the setting up of a library in the junior high school which can be used as a community library in addition to a school library.

NATIONAL STATISTICS OF IMPORTANCE TO SCHOOLS*

Item	Date	Latest Figure	Previous Figure
School Building Construction ¹	July, 1953	\$ 176,418,000	\$ 148,173,000 ⁷
School Building Construction ²	Aug., 1953	\$ 12,603,941	\$ 2,913,452 ⁷
Total School Bond Sales ³	July, 1953	\$ 188,779,164	\$ 211,723,043 ⁷
Average Interest, Selected Municipal Bonds ⁴	July, 1953	2.92%	3.09% ⁷
Construction Cost Index ⁵	July, 1953	580	573 ⁷
Wholesale Price Index ⁶	Aug. 25	110.7	111.0 ⁷
U. S. Consumers' Price Index ⁸	June, 1953	190.9	188.8 ⁷
State Tax Collections ⁹	Aug. 31	\$10,542,000,000 ⁸	\$9,857,000,000 ⁹
City Operated Schools Expenditure ¹⁰	Sept. 4	\$ 852,440,000 ⁸	\$ 776,742,000 ⁹

*Compiled September 4, 1953.

¹Dodge figures for 37 states east of Rocky Mts.

²11 states west of Rocky Mts.

³Bond Buyer.

⁴American Appraisal Co., Milwaukee.

⁵U. S. Dept. of Labor, "Old Series."

⁶U. S. Dept. of Commerce.

⁷Previous Month, 1953.

⁸1952.

⁹1951.

A third aspect is the creation of faculty and PTA groups to assist the board in carrying on in-service training projects. The project takes the form of a faculty workshop which is conducted at the Slippery Rock Teachers College.

NORFOLK BUILDING PROJECTS

The board of education of Norfolk, Neb., has begun an extensive building program, including an eight-room elementary school, a five-room addition to another elementary school, and a two-story addition to the senior high school. These projects to be completed at a cost of approximately \$275,000, will be financed without a bond issue, using funds on hand.

COMPLETE NEW BUILDINGS

The school authorities of Onslow County, N. C., have entered upon a county school building program which is rapidly being completed. The board reports that all contemplated projects in the \$2,165,000 program are under way, with the exception of an addition to the Woodson Negro School.

COMPLETE PROGRAM

The board of education of Wilmington, Del., has announced the completion of a total of \$6,500,000 worth of new school construction, which went into use with the opening of schools in September. Included in the finished construction are classrooms, auditoriums, gymnasiums, multi-purpose rooms, cafeterias, shops, industrial-arts rooms, music rooms, and economics rooms.

The largest individual program is the new high school for Negroes in Middletown, costing \$1,380,000. The new Claymont elementary school, with 25 rooms, a library, and an all-purpose room, was completed at a cost of \$960,000; Frankford School has five additional classrooms and a multi-purpose room, costing \$225,000; Harrington School has 14 classrooms and a cafeteria. Other schools to be ready for use are the Manor Park, costing \$603,000; the Oak Grove, costing \$621,000; the Mt. Pleasant School, to be completed in 1954; the Selbyville with classrooms and a shop; the Laurel gymnasium, costing \$350,000; and the Smyrna, costing \$420,000.



Another Housing Headache

— Washington Star

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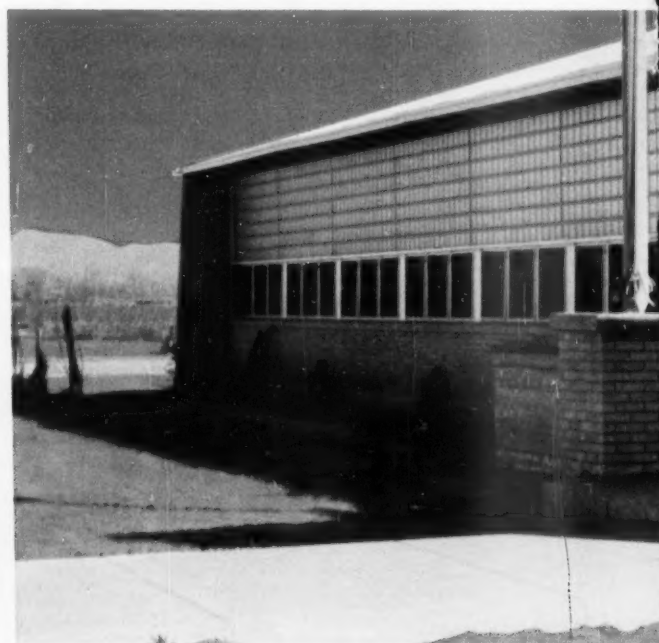
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says **Rex Bell**, Superintendent, Gadsen Independent Schools, Anthony, New Mexico



• In Mr. Bell's own words, "Light meter tests have shown that the sides of the classrooms *away* from the PC Glass Block panels receive almost as much light as the areas *next* to the panels. We need additional illumination only on the half-dozen or so days a year when the sky is completely overcast."

But, after La Union School was completed, it was found that PC Glass Blocks paid dividends in *other* ways beside light control. Mr. Bell: "Compared to clear glass areas, they have reduced operating costs considerably.

"Heating and air conditioning costs are low because the PC Glass Blocks have more insulating value than

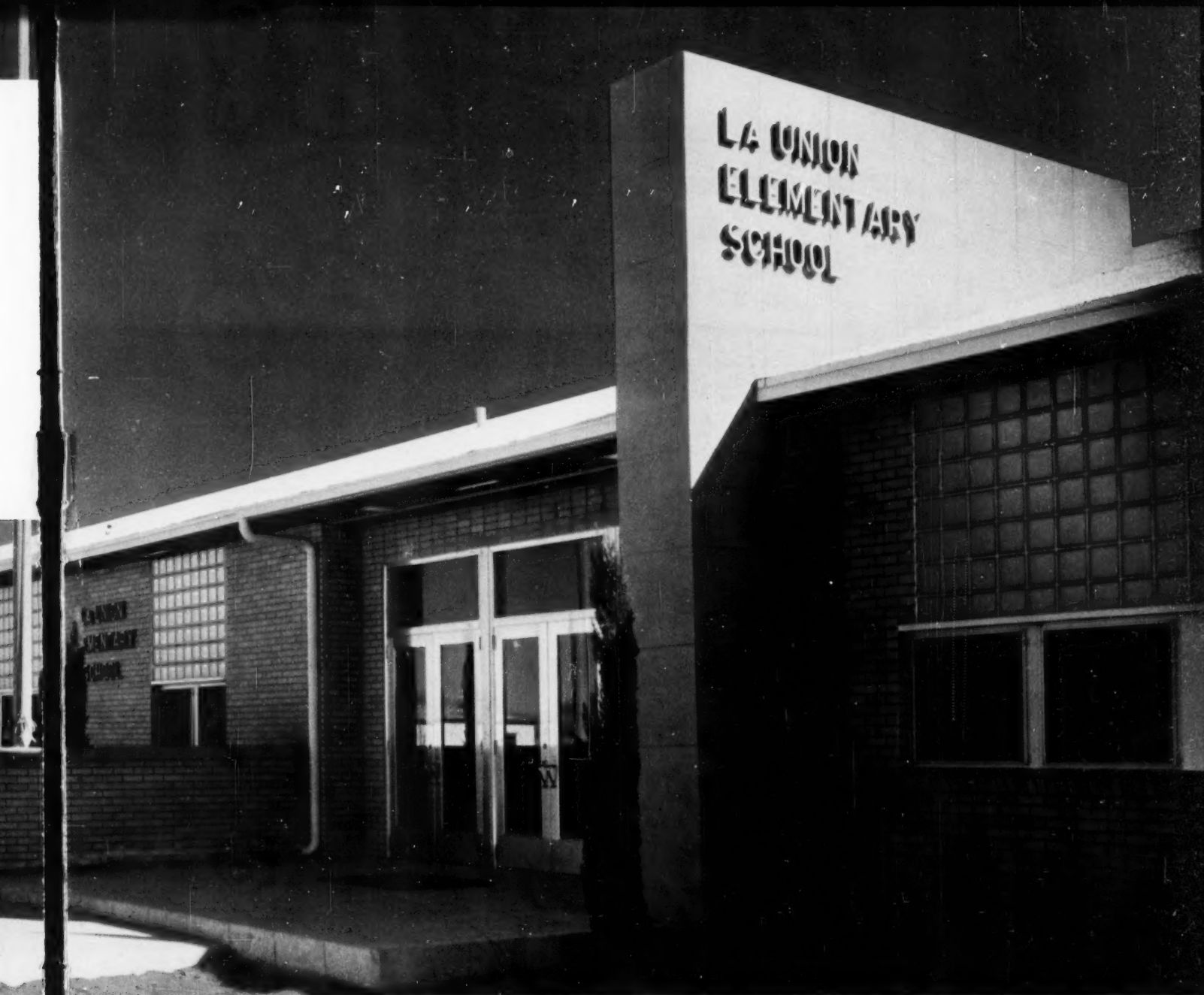
single-glazed windows. Cleaning costs are negligible. Also, this beautiful building was erected at less than \$9.50 per square foot. We feel that the use of PC Glass Blocks was a contributing factor to this low figure."

Pittsburgh Corning manufactures a *complete* line of functional glass blocks. Special patterns are available for sunlighted and northern exposures; to be installed above or below eye level. *Skylight* panels using the new "Sky-trol" blocks can be installed in the roof to provide the newest and most practical approach to toplighting.

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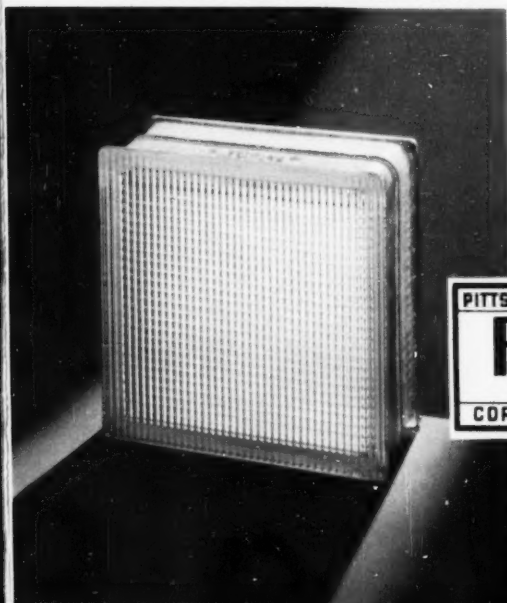
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☐ Send information on "Skytrol" blocks for skylights.

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Flexibility plus important, exclusive functional features to promote learning and child development

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**AMERICAN SEATING
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EACH TYPE OF MOVABLE DESK PICTURED BELOW IS EQUIPPED WITH THE EXCLUSIVE "TEN-TWENTY"
3-POSITION TOP, EMBODYING THESE A-B-C's OF DESK FLEXIBILITY AND CHILD DEVELOPMENT:

A. 20° SLOPE

Maximum light utilization, minimum eyestrain, best eye-hand co-ordination, natural relaxed posture—during reading, writing, drawing and art work.



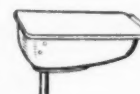
B. 10° SLOPE

Compromise between 20° visual slope and level manipulative-task top position. Less effective than 20°, but reduces eyestrain and body fatigue that occur with flat surface.

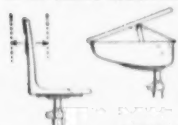


C. LEVEL TOP

Serves as base to support materials for manipulative tasks and group discussions, and for project work, where erect sitting posture is required.



The "Ten-Twenty" Desk No. 436. The only desk that offers automatic fore-and-aft seat adjustment, so essential for focal adjustment to all tasks. Cradleform swivel seat reduces body tension caused by twist, permits easy ingress and egress; self-adjusting back rail. Seat and desk adjustable—no sizing problem. Connected desk and seat helps teacher to keep discipline, saves classroom space, eliminates chair noise.



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The "Ten-Twenty" Unit Table No. 328. Oval twin steel standards assure table stability, also easy ingress and egress with minimum chair movement. Companion Envoy chair No. 368 is designed for good-posture sitting. Self-adjusting back rail and short roll-edge seat permit chair to accommodate a wide range of child sizes. Like the No. 436, has one-piece steel book-box, with 20 1/4 x 24 inch top.

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RECENT SCHOOL DECISIONS

Schools and School Districts

Although the generic term "municipal corporation" has been applied to both civil cities and school cities, civil cities, which are voluntary corporations of the state, and school cities, counties, and townships, which are involuntary subdivisions of the state, are entirely distinct corporations possessing many divergent characteristics without respect to suits filed by and against such cities.

—*Hummer v. School City of Hartford City*, 112 Northeastern reporter 2d 891, Ind. App.

Where no site is offered for a proposed union high school by a school district initiating proceedings in connection with the organization of a union high school district, the question of the selection of a site is not properly part of the original organization of the district, but is a matter to be handled by the school board elected for such district when formed, and a vote upon the question of a site at the original organization election would be considered advisory only, not mandatory. — *Edwards v. Union High School, Dist. No. 8, Linn-Benton Counties*, 258 Pacific reporter 2d 148, Ore.

School District Government

School cities are instrumentalities of the government, and exercise authority given by the state, and are no more liable for acts or omissions of their officers than the state. — *Hummer v. School City of Hartford City*, 112 Northeastern reporter 2d 891, Ind. App.

The board of education is within its proper scope and functions a "legislative body." — *Ande v. Woods*, 258 Pacific reporter 2d 285, Kans.

Members of a school board are "constitutional officers" within the meaning of statutes specifying those incapable of holding any office under the constitution. — *Joy v. Green*, 76 Southeastern reporter 2d 178, Va.

Teachers

A teacher who performs duties of a higher grade until that grade is finally filled as provided by New York law, is not entitled to the tenure of the higher grade, or to the salary attached to it. — *Bacon v. Board of Education of City of New York*, 122 N.Y.S. 2d 98, N.Y.Sup.

Under the New Jersey teacher tenure laws, one may not waive his tenure rights while keeping his position. — *Lange v. Board of Education of Borough of Audubon*, Camden County, 97 Atlantic reporter 2d 416, 26 N.J.Super.83, N.J. Super.A.D.

Under the N. Y. Education Law, salary and tenure are assured only to those persons who obtain their positions in the manner prescribed by law. — *Bacon v. Board of Education of City of New York*, 122 N.Y.S. 2d 98, N.Y.Sup.

Under the N. Y. Education Law, an "appointment" by the board of education is as legally necessary for a "probationary period" as any other term, and one not so appointed is merely a de facto holder of the position and is not entitled to recover the salary scheduled for the position. — *Bacon v. Board of Education of City of New York*, 122 N.Y.S. 2d 98 N.Y.Sup.

Where a teacher entered into a valid and ap-

proved employment contract with a school district, there were funds available for the contract at the time it was approved, and a contract was breached by a successor school district without justification, the teacher was entitled to damages for the breach. — *Independent School Dist. No. 65, Wagoner County v. Stafford*, 257 Pacific reporter 2d 1092, Okla.

School Employees

Where the members of the school board breached a teaching contract and thereafter knowingly put all the school funds for the year in question out of reach of the teacher by appropriating them to the payment of other obligations, they committed a personal wrong against the teacher and became personally liable, notwithstanding their good faith and good intentions or the fact that they had been advised by legal counsel that no contract existed between the school board and the teacher. — *(Texas) Campbell v. Jones*, 257 Southwestern reporter 2d 871.

A statute declaring that every employer shall, without cost to his employees, provide reasonably effective devices to prevent contraction by them of any disease incidental to the work in which they are engaged, was intended primarily for the protection of employees in manufacturing enterprises, and was not intended to be applied to the state or its agencies, such as a board of education, when acting in a governmental capacity, and the statute could not enlarge the liability of the board of education, for a lung ailment contracted by a school janitor who inhaled excessive coal dust while performing his duties. L. 1914, c. 162, §§ 1, 12; R. S. 34:6-49 to 57, N.J.S.A. — *Estelle v. Board of Education of Borough of Red Bank (New Jersey)*, 97 Atlantic reporter 2d 1, 26 N. J. Super. 9.

Authority of School Trustees

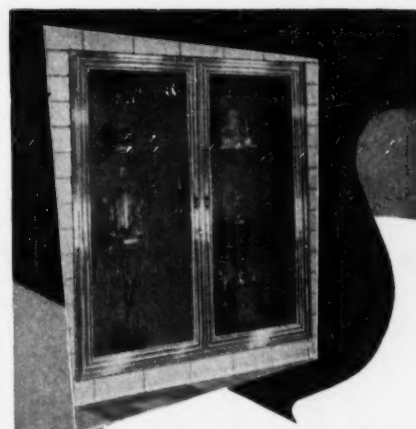
The rule that the state should not suffer from the negligence of its officers and servants is founded on principles of public policy, and protects not only the state itself, but its agencies such as the trustees for the support of free schools, and the chancellor in his official capacity. — *Estelle v. Board of Education of Borough of Red Bank (New Jersey)*, 97 Atlantic reporter 26 N. J. Super. 9.

The broad sweep of statutes regulating municipal finance does not deprive the school committees of final authority to determine financial needs of the public schools. G.L. (Ter.Ed.) c. 44, § 32, as amended by St. 1941, c. 473, § 2; c. 71, as amended by St. 1939, c. 294; St. 1892, c. 355, §§ 32, 48-50. — *Casey v. City of Everett (Massachusetts)*, 112 Northeastern reporter 2d 420.

School District Claims

Where a notice of an infant's claim for injuries suffered in the yard of a school building under the control of the board of education, although directed to the City of New York, and received by the City's Comptroller, was forwarded to and received by the president of the board of education within the statutory period, wherever the corporation counsel of the City who was also attorney for the board, held a hearing on the claim, the notice of the claim would be deemed valid. — *Zivnyak v. Board of Education of City of New York*, 122 N.Y.S. 2d 19, N.Y. App. Div.

The Indiana legislature may establish circumstances under which school cities may waive the defense of immunity from a suit. — *Hummer v. School City of Hartford City*, 112 Northeastern reporter 2d 891, Ind. App.



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The Newington, Connecticut, Board of Education

Standing, left to right, are: John W. Wallace, superintendent of schools; Richard L. McCusker; Bernard G. Goodrich; Raymond A. Judd; William W. Sprague; and Emille J. Comeau, assistant superintendent. Seated, left to right, are: Mrs. Arthur E. Wetherbee; Mrs. Jean A. Schwager; Ralph H. Hall, chairman; Mrs. Mae B. Flaherty; and Leon H. Hunter.

The Newington School Board Sells Its Building Program

Mrs. Arthur E. Wetherbee, Jr.*

The problem of a rapidly increasing enrollment with the schools already filled to capacity is one which many towns have faced in the past several years. In Newington, which for several years has been one of the fastest growing towns in the state of Connecticut, the problem has been particularly urgent.

Newington is a residential town. The tax burden of the school and town budget is felt by the average taxpayer more keenly than in towns where industries and large estates help to bear the burden.

When faced with an immediate need to enlarge the existing schools and build several new ones, the Newington board of education realized that only the full knowledge of the situation on the part of the taxpayers would lead to a successful building program.

Close co-operation between the superintendent and local newspaper reporters resulted in news articles both sympathetic in tone and factually correct.

The next step was to meet with the P.T.A. of each of the four elementary schools. In preparation for the town meeting to consider school appropriations, four successive meetings were held with P.T.A. groups. At these meetings the building program for the next five years was discussed in full. Town maps on display showed present and planned home building construction. Easily understood graphs and charts pointed out the population increases and school census figures. To point out the predicament, an estimated forecast showed an increase of school enrollment from 1736 in 1951-52 to 3131 pupils in 1956-57, or an 80 per cent rise in school enrollment. These

*Member, Board of Education, Newington, Conn.

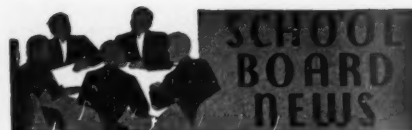
figures did not include the possible enrollment from contemplated building developments.

Among those present at each of these meetings were the superintendent of schools, the chairman of the board of education, the chairman of the building committee, and the architect who was to build the first elementary school. The immediate need of this building was stressed, but at no time was it discussed except as a part of the complete five-year program. This plan included the construction of two 14-room elementary schools and sizable additions to three existing schools. The purchase of land would also be necessary for several of the buildings.

In the spring of 1952 a special town meeting voiced that the necessary appropriation of \$685,000 be decided by referendum. A week later the taxpayers of Newington granted the appropriation by referendum vote.

The next step in our program came about through the suggestion of Supt. John W. Wallace that the Newington school department publish a bimonthly news bulletin. "Newington Schools," a small four-page newspaper, is now in its second year. Thirty-five hundred copies reporting on school activities and school needs go out to the taxpayers. The Newington Teachers' Club provides the editorial staff from its membership. Aid is given by two members of the board of education. The superintendent acts as editor. The three front-page stories carried in the first issue of this year were entitled: *Enrollments Leap, School Budget Increases, Economy Stressed*.

The practice of good public relations makes for a good relationship between the citizens of a town and the school department. The schools belong to the people, but too often the average citizen realizes that fact only when he has to pay the bill. If he can be kept in close contact with the schools, informed of the schools' activities, problems, and urgent needs; if he can be made to feel that the schools want his friendship and interest as well as the necessary tax money, he will find it much easier to pay the bill when the time comes.



★ Tulsa, Okla. A survey of the school plant has just been completed. Headed by Opie Dimmick, the committee visited a cross section of recent schools to determine whether the board has been spending money wisely in its building program. Five schools and three churches housing classrooms were visited by the group. The final report will be presented to the Citizens' Committee which is studying ways and means of solving schoolroom shortages.

★ The board of education of the Iron County School District, Cedar City, Utah, has co-operated with the local community in the operation of a recreation program. The board has approved a ¼-mill levy for recreation purposes. In addition, new shop facilities and an instructor have been provided for the teaching of handicrafts and art work.

★ Cedar City, Utah. The Iron County School District has adopted a new health program, providing standards for health, safety, and sanitation. The program which was prepared at the instigation of the school public health nurses, defines the responsibilities of every school employee.

★ A recreational leadership training school was conducted for all white and Negro teachers in Crenshaw County, Ala., during the past school year. Certificates were awarded to teachers at the end of the course. A bus drivers' school was held during the year for the training of school bus drivers in Crenshaw County.

★ Chicago, Ill. George Marshall, board of education member, has recently urged that persons having criticisms to make against the school administration bring their complaints into the open, instead of waging a campaign of innuendo. He made the statement during a board discussion of the cost of electrical work in the public schools.

★ The Bristol Borough, Pa., school board has canceled all pupil-accident insurance and will shortly take out policies for the members of its athletic teams.

★ The Grand Junction, Colo., school board has refused to bargain with a local union of public employees on the ground that the union represents only a part of the maintenance and custodial personnel. The board has indicated its willingness to deal with any representatives of all the custodians. Labor representatives have accused the board of attempting to form a company union.

★ The State Department of Public Instruction of North Carolina has issued the annual report for the year 1952-53 showing that close to 200,000 boys and girls are in attendance in the public high schools of the state. The total enrollment in city school units for the year was 260,943.

★ New York, N. Y. A \$30,000 cash award has been granted by the board of education to compensate a pupil for hand injuries sustained in the school shop. Another student received \$2,750 in a similar accident. Three other pupils were awarded from \$400 to \$750 to compensate them for accidents at school.

★ Galveston, Tex. The board of education has adopted a booklet containing a revised edition of its policies, rules, and regulations governing the city schools. The booklet includes new policies on teacher welfare.



Rider College Chooses **DELTA Power TOOLS** for its Management Laboratory

*Unerring accuracy, proven dependability,
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Delta tools were selected, says Prof. Battista, for their dependable accuracy, durability and low cost of operation and maintenance. Furthermore, Rider College expects to purchase additional Delta equipment to implement a course on the elements of time and motion studies in plant maintenance work.

It's an axiom of veteran vocational educators that for day-in, day-out reliability you can't beat Delta Power Tools. Ask your Delta dealer (he's listed in your Classified Telephone Directory under "Tools") about them—or write direct for latest catalogs to Delta Power Tool Division, Rockwell Manufacturing Company, 408K N. Lexington Avenue, Pittsburgh 8, Pa.



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SCHOOL BOARD NEWS

★Arlington, Va. The school board has filed separate \$700,000 damage suits against attorneys John Locke Green and Miles Spence Bray, associated in a suit seeking to remove three board members because they are federal employees.

The suits accused the defendants of "maliciously and wrongfully" pressing the litigation and asserted the real purpose of the action was to prevent the board from selling \$2,780,000 in bonds for critical school construction projects.

The board has accused both men of communicating with firms interested in loaning money to the school board, or purchasing its bonds, and threatening the firms with vexing and harassing litigation if they should enter into such business relations with the plaintiff.

★Des Moines, Iowa. The school board has approved higher monthly tuition rates for pupils attending the city schools but living outside the school district. The rates range from \$27.15 for grades one through six, to \$46 for grades ten through twelve.

★Newburyport, Mass. The school board has discontinued the use of the "no school signal" and parents will decide whether their children shall attend school in bad weather.

★A new school board has been formed for the Concord-Spencer consolidated schools at Auburn, Ind. Selected as members of the board are Don Keller, Concord township; Ralph Hook of Spencer; Walter Reinhart of Concord; William Weninger, of Spencer; and Lester Anthony of

Spencer township. Under the new system, the high school and junior high school will be in the St. Joe building, while the first six grades will be in Spencerville.

★Topeka, Kans. The school board has adopted a policy refusing to grant requests to dismiss schools for outside activities, including free fairs and benefit circuses. The board has also made a study of press and public relations and is working for better contacts.

★The California Supreme Court, in a recent opinion, has ruled that a school district, principal, or teacher are not liable for damages for injury to a pupil resulting from an act of another pupil, both voluntarily participating in a game of touch football between the seventh and eighth grades. The game was not a dangerous one and the boys were selected according to their skill and grade, and were properly instructed, experienced, and proficient. It was decided that there was no legal basis for a finding of negligence. The case arose in the Hopedale Union Grammar School District where the parent of a child brought suit.

★American history lessons will be televised for the schools of Washington, D. C., during the school year 1953-54. The telecasts will be followed by live instruction in the regular classrooms. Topics in the history programs will include: The Republic Is Founded, The Union Grows, The Union Is Preserved, Inventions and Inventors, American Industry, Fine Arts, and American Schools.

★Pupils in the public schools of Schenectady, N. Y., will take part in a 13-week experiment in the teaching of school subjects by television. A daily series of telecasts for classroom use will be broadcast for 13 weeks. Each broadcast will last for half an hour daily and will include such subjects as French, science, and current events.

★Dr. Kenneth Christiansen has launched a two-year educational television project for the Southern Regional Educational Board, beginning with the school year 1953-54. Dr. Christiansen, who is on leave from Stephens College, Columbia, Mo., will direct the project under the supervision of Dr. John T. Ivey, Jr., of the Regional Education Board.

The project is being financed with funds provided by the Ford Foundation for the Advancement of Education.

★Newton, Conn. The school board has adopted new regulations governing the use of school buildings by organizations other than school groups. Applications for the use of buildings and facilities must be made at the superintendent's office at least five days previous to the proposed use. No school facility may be used by an individual group or society which teaches or preaches doctrines or theories subversive to the American government. Persons using the buildings must agree to reimburse the board for any damage to school property.

★West Chester, Pa. The board of education has approved a new statement on elementary school curricula for the year 1953-54. An opinion survey of the schools, conducted by the Science Research Associates last spring, has been judged satisfactory by the board because of the benefits from an administrative viewpoint.

★The Borough school board and the Lions Club of North Wales, Pa., recently joined efforts in providing a summer recreation program, supervised by qualified health education directors. A crafts and athletic program was carried out, which included track meets, evening motion pictures, square dancing, baseball, and swimming instruction. It was an excellent example of school and civic group co-operation in providing a very worth-while summer recreation program for the community's youth.

★A county-wide testing program is being conducted in Washington County, Ohio. The program is being financially supported by the Washington County school office and is being made available to all schools.

The county board of education has obtained the services of an elementary supervisor to have charge of the supervision of instruction in the elementary grades.

★Williamson, N. Y. The school board has followed the practice of presenting the agenda for each meeting to each board member prior to the meeting. This plan has given the members an opportunity to give consideration to various problems before discussion at the meeting and has led to more efficient board procedures.

The board has also initiated the practice of conferring regularly with teachers regarding school problems related to their departments. While this has meant extra board meetings it has brought about better relations between teachers and school officials.

CHANGE IN ADDRESS

Carl C. Ade and Associates, engineers and architects, have announced the removal of their offices to a new location at 55 Canterbury Road, Rochester, N. Y.

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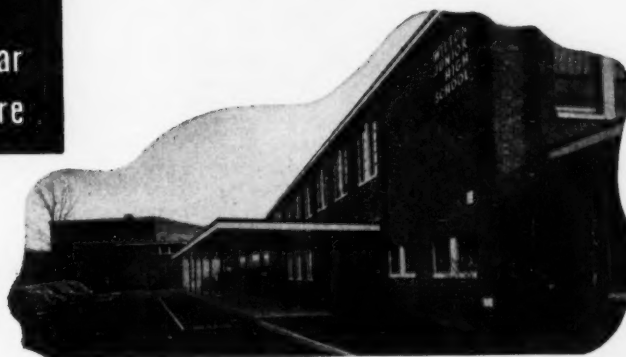
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Simple, functional design is the keynote of both the exterior and interior of the handsome new Wilton Junior High School, Wilton, Connecticut. Every inch of space is put to use, every piece of equipment assures ease of instruction and learning. Most modern lighting methods, use of attractive colors, and Heywood's wonderfully flexible furniture combine to make this an outstanding example of modern efficiency. This school was planned under the supervision of Paul F. Poehler, Jr., School Principal; Architects were O'Conner & Kilham, New York; installation of Heywood-Wakefield Tubular Steel Furniture by Equipment & Furniture Company, New York, distributors for Heywood-Wakefield Company. Heywood-Wakefield—School Furniture Division—Menominee, Mich.—Gardner, Mass.

COURAGEOUS ACTION

The Boston city school system has for years followed the policy of continuing in operation a large number of small elementary neighborhood schools. Parental, political, and even teaching and custodial staff pressures have been continuous to keep open buildings where the enrollment has practically disappeared. Last spring, the school committee, utilizing the recommendations of a study conducted by the Harvard Graduate School of Education and following a careful plan of Supt. Dennis C. Haley, decided to close 22 buildings and to transfer pupils and teachers to nearby buildings in which they could easily be accommodated. The reorganization plan took into account not merely economy in building utilization but also anticipated better instructional services and the broadening of the developing junior high school system. At a minimum the direct economies are expected to reach \$100,000 annually and to make available the experienced displaced teachers for the rapidly growing enrollments in the new residential areas. If the school committee members have had an unhappy summer in fending off bitter and continuous parental and political pressures, they have also had the satisfaction that their courage has been appreciated by the city at large.

CO-OPERATIVE BUYING FOR SCHOOLS

The Williamson County schools in Georgetown, Tex., have reported a 43.5 per cent saving over advertised school catalog prices on supplies for 1953-54, as a result of a successful co-operative purchasing plan. The plan, first attempted in October, 1952, first listed those articles which it was thought would be used in sufficient volume to merit a substantial discount, and also listed a general set of specifications for those products. The supplies included such items as paper towels, tissue, chalk, duplicators, liquid soap, and duplicator paper.

Under the plan, each district made certain concessions. These included giving up its prerogative of making its own purchases; giving up the prerogative of selectivity and moving toward standardization. This meant that some districts had to agree to raise the quality of purchases, and some had to reduce quality. The present policy is to purchase on quality and suitability to purpose, and this, not low bid alone, is the controlling factor in selection.

Arrangements are being made for laboratory analysis of certain janitorial and maintenance supplies so these can be purchased in the future.

It is expected that the number of items to be ordered in 1954 will be more than double that ordered in 1952-53. County Supt. John O. Rodgers has reported that several schools in surrounding counties have asked to participate in 1954, but each has been advised to work with its own county.

SCHOOL LUNCH FUNDS

The U. S. Department of Agriculture has announced the apportionment of \$83,365,000 for the operation of school lunch funds in all the states and territories. In addition to the funds, \$15,000,000 is available for the purchase and distribution to schools of foods which help to meet the nutritional requirements of children.

During the school year 1952, 1.6 million meals were served to 9,783,000 children in 57 thousand participating schools.

HYDE PARK REORGANIZED

The board of education of Central School Dist. No. 1, of Hyde Park, N. Y., has reorganized the schools to meet the growth of school population and the expectation of further school plants to be erected and occupied.

In line with the reorganization, Gilbert B. Pearson has been appointed administrative assistant in charge of secondary education. Mrs. Curtis Honeywell has been named junior high school co-ordinator and circulating teacher in the grades. Frederick Trani has been appointed principal of the Hyde Park elementary school and co-ordinator of visual education. Orville Todd has become principal of the Ralph R. Smith School and director of adult education in the district. Mrs. Catherine Voshardt has assumed the duties of dietitian-supervisor of cafeterias for the school district.

★ RAYMOND W. JONES has been elected business manager of the South Bay High School District, Redondo Beach, Calif.

★ JACK DREES has been elected president of the board at Hays, Kans. D. B. SIMPSON is vice-president.

*Tightly locked.
yet always "OPEN"*

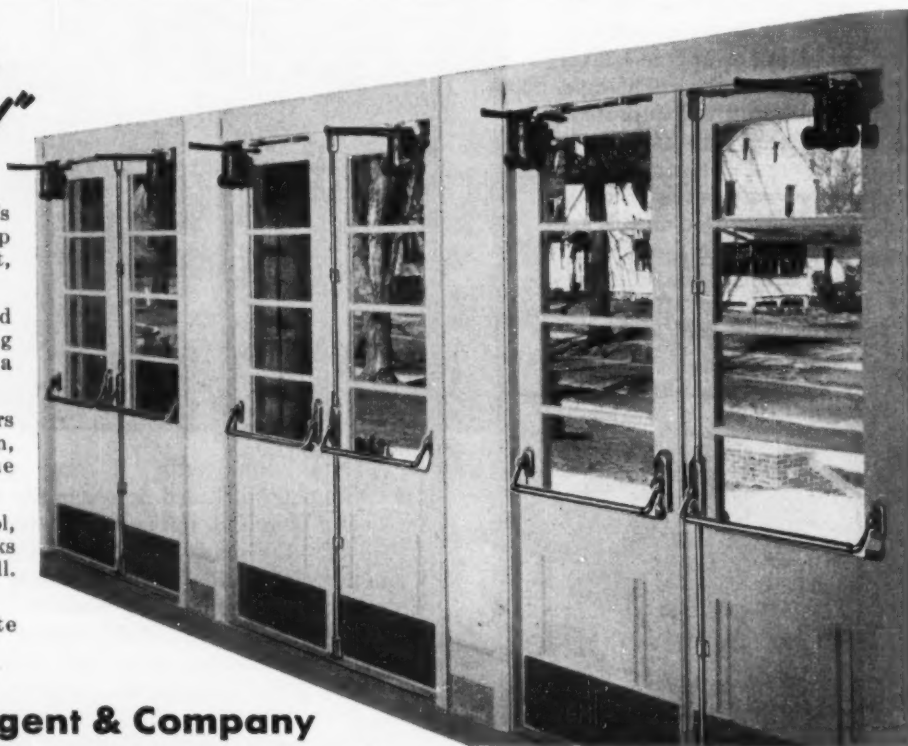
Safety starts at school doors. That's where trespassers are warned, "Keep Out." And where children can get out, fast, in emergency.

The Sargent Exit Bolt keeps locked doors locked. Safe from tampering outside. Yet opening instantly, at a touch, inside.

The Liquid Door Closer swings doors promptly to nearly-closed position, then deliberately completes the action to latched position.

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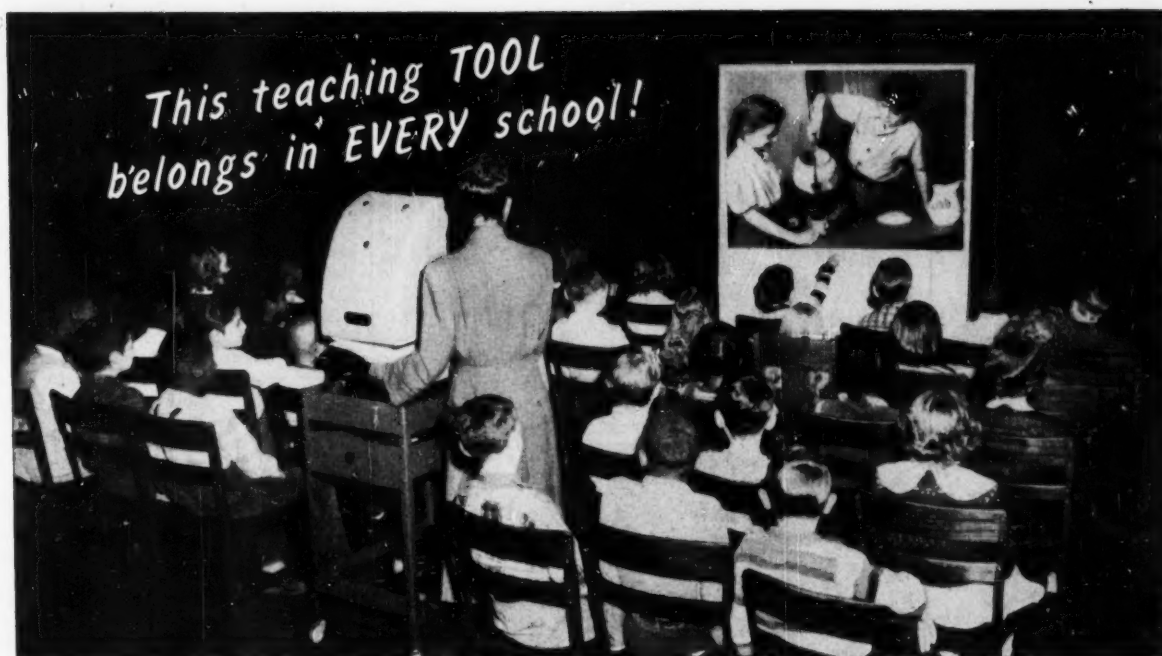


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With the Beseler VU-LYTE Opaque Projector, the whole class can see directly on the screen all sorts of available materials in black-and-white or colors.

These materials can vary in size from a postage stamp to 10 x 11 sheets, and include magazines, illustrations, and three-dimensional objects of interest. No previous preparation of these

study elements is necessary. Flat sheets are fed into the VU-LYTE projector automatically, and are held by suction securely in place and flat without flutter. The platen can be lowered quickly to accept solid objects and books. The operator, without moving from the VU-LYTE, can direct a movable arrow of light to any point on the screen to direct pupils' attention to significant features in text, diagrams, maps etc.

No other teaching tool can possibly offer the simplicity, versatility, or convenience of the Beseler VU-LYTE Opaque Projector.



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We will gladly send you, free upon request, full information about the Beseler VU-LYTE, and place your name on our mailing list to receive regularly OPAQUE PROJECTION PRACTICES. This valuable service bulletin is written by teachers for teachers, and discusses the various applications of opaque projection to the problems of teachers in all grades and for all subjects. Its frequent listing of free source materials is alone invaluable to teachers with limited budgets.



Ask for free demonstration of VU-LYTE arranged at your convenience.

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Fulfillment—Not Ease

The quest for peace of mind, which normally is worthy and wholesome has become a dangerous fetish. We are flooded with prescriptions on how to escape from anxiety and the best-seller lists burgeon with guides to the Shangri-La of ease and serenity. The national code word seems to be relax. Today, charged with the responsibility of protecting civilized values against one of history's most dangerous enemies, it is craven to glorify the escape from obligation as a worthy national aspiration. The goal of a great democracy should be *fulfillment*, not ease. It should be adequacy, not serenity. — ABRAM SACHAR, Brandeis University.

Fortunate Ignorance

Dean Forest W. Murphy, of the University of Mississippi College of Education, tells this story: His oldest daughter, a French Major of the University, attended a student dance shortly after the opening of the school year. Many of the students didn't know each other's names. The young lady was dancing with a chap who that afternoon had evidently been in the Dean's office to ask a favor which was not granted. As he danced, he proceeded in unflattering language to tell what he thought about the Dean.

The girl tried to change the subject repeatedly but she could not. Finally she said: "Do you know who I am?"

The boy said: "No, who are you?"

She said: "Well, I am the daughter of that Dean."

The student looked at her a minute in chagrin and then said: "Do you know who I am?"

"No," she said.

"Well, thank heaven."

He Played Better

The *Curriculum Digest*, of the San Diego, Calif., school system prints the following incidents as authentic:

A kindergarten teacher was out one morning and during her absence the vice-principal took over. All was clear sailing until it was time for music. The children expected and demanded, in typical five-year-old manner, that the music have piano accompaniment. With laborious effort and a sprinkling of sour notes the vice-principal began the one-finger technique.

A parent later reported the following conversation held that evening:

"The vice-principal was the teacher today. He is smarter than our teacher."

"Why do you say that?"

"Well, he plays the piano with one finger, and our teacher has to use two hands."

Outgoing

The parents of a seven-year-old boy in a progressive school have received a report grading him as "above average in Freedom from Withdrawal Tendencies." They are considering his withdrawal from the school. — *New Yorker*.

CONVENTION CHAIRS

A speaker at the Atlantic City AASA Convention remarked that the intellectual absorption of an audience is inverse to "fanny fatigue."



MEN TEACHERS INCREASE

The New York State Education Department, in its report for August 21, points out that about one in four of the state's teachers in 1951-52 was a man, an all-time high ratio. There were 22,362 men teachers and 61,718 women teachers. In the last decade, the percentage of men teachers rose from 20 to 27, despite a drop to 19 in the war year of 1919 to 45.

TEACHERS' SALARIES

★ Wallingford, Conn. The school board has approved a new salary schedule for teachers, to become effective January 1, 1954. Teachers holding a bachelor's degree will receive salaries ranging from \$2,900 to \$4,800. A 5 per cent increase in wages for school custodians was also approved.

★ Clay, W. Va. The Clay county school board has approved increases in salary for all Clay county teachers in 1953-54. Teachers in one-room schools will receive increases of \$15 per month, and all other teachers and principals increases of \$10 per month. Teachers holding a master's degree were allowed \$35 per month, and those without degrees \$25 per month.

★ Iowa teachers are eligible to receive increases in salary ranging from \$70 to \$330 during the school year 1954, according to the Iowa Teachers' Association. The highest average salary—the group receiving the \$330 hike, will be \$8,737 for superintendents in cities of 15,000 or more population. The lowest average will be \$2,523 for kindergarten teachers in town and rural schools.

The highest average salary to be paid consolidated school teachers is \$5,128 for superintendents, the lowest \$2,560 for kindergarten teachers.

★ The 1953-54 budget of the Oakland, Calif., schools permits the board to increase teachers' salaries to \$3,696 minimum, and to \$6,396 maximum.

★ The Iron County School District, Cedar City, Utah, has adopted a new salary schedule for 1953-54, which provides a starting salary of \$3,000 for teachers holding a bachelor's degree, and a maximum of \$4,500. Teachers having a master's degree will be given \$150 additional pay.

★ Boston, Mass. The school committee has approved a new salary schedule for teachers for the year 1953-54. The schedule provides increases of \$180 for elementary teachers, and \$120 for those in higher grades. The salary schedule which is dependent on legislative approval, will cost \$180,000.

★ Pitcairn, Pa. During the school year 1953-54 a full-time school counselor will be available. Handwriting supervision is being offered in the elementary grades, and a full-time music teacher is employed. The Pitcairn schools boast an enrollment of 1100 pupils in grades kindergarten to twelve.

★ Topeka, Kans. The board of education has ended all segregation in the public schools by the adoption of a policy against separate schools for Negro elementary pupils. There are 23 elementary schools in the city, of which four are for Negroes. In the seven junior and senior high schools there are no racial lines.

218 More BRADLEYS in These 24 Schools and Colleges

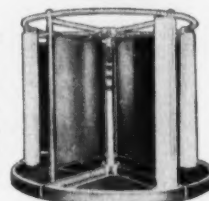
81 Circular Washfountains. Included in the washrooms of these new schools are 10 in Forest Jr. H. S., Willow Run, Mich.; 10 in Corwin School, Pueblo, Colo.; 6 in Goshen, Calif., School; 22 in Northern Wisconsin Training School, Chippewa Falls, Wis.; 8 in Parma Sr. H. S., Cleveland; 1 in So. Kingston, R. I., H. S.; 12 in Thomas A. Edison Jr. H. S., Dearborn, Mich.; 12 in Chico, Calif., Elem. and Jr. H. S.



100 DUO-Washfountains. At Claymont, Del., Elem. School, 25; Grand Ave. School, Billings, Mont., 12; So. Kingston, R. I., H. S., 6; Bremerton, Wash., Elem. Schools, 12; Wilmington, Del., Manor School, 17; Everett, Wash., Schools, 14; Sam Hill School, Knoxville, 6; Vine Ridge School, Bremerton, Wash., 8.



37 Multi-Stall Showers (185 Stalls). Recent school installations of Bradley Showers include: Simmons College, Boston, Mass., 2; Methuen, Mass., H. S., 3; Steilacoom, Wash., School, 2; Alameda Jr. H. S., Pocatello, Idaho, 4; North River H. S., Bakersfield, Calif., 18; University of Notre Dame, So. Bend, Ind., 2; Trona, Calif., School, 2; Girard, Ohio, H. S., 4.



New Economy . . . Maximum Sanitation

School and health authorities, architects, builders and students realize the importance of adequate, safe and sanitary wash fixtures. During the past 32 years, the real economy and maximum sanitary features of Bradley Washfountains and Multi-Stall Showers have made them first choice in schools of every size and kind.

Bradley Washfountains with foot-control prevent unnecessary faucet contacts and provide spray of clean running water which is carried away by the self-flushing bowl. Water waste is stopped since supply is cut off immediately when the foot is removed from foot ring or pedal.

Specify Bradleys for new school washrooms or for replacements. All models fully described and illustrated in Catalog 5204. Copy free on request.

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Bradley 5-Stall Group Shower (also furnished as Column Showers without stalls).

The DUO-Washfountain is a two-person fixture with foot-control and sprayhead. For teachers' washrooms, for cafeterias, laboratories, etc.



8 to 10 are accommodated simultaneously at a 54-in. Bradley Self-flushing bowl prevents collection of waste water.

SCHOOL FINANCE AND TAXATION

KALAMAZOO PLAN OF INTERNAL ACCOUNTING

The board of education of Kalamazoo, Mich., has adopted a new plan for handling the internal accounting of student funds, and other moneys of the several schools. Outlined by the committee on internal accounting, the plan is intended to serve as a guide for the control and accounting of all funds collected in the schools and not a part of the tax moneys. The plan provides for the following methods:

1. All funds collected by any school official must be approved by the business manager. The school treasurer must issue receipts for all moneys collected and shall forward the funds to the central business office, indicating the amount to be credited to each activity account.
2. All bookkeeping must be done in the central business office, and accounts must be kept according to the school and the individual activity.
3. All disbursements must be made by the central business office upon receipt of an order signed by the sponsor of the activity and countersigned by the principal.
4. In case of an emergency, disbursements may be made from a school petty-cash fund. This petty cash must be reimbursed from the central business office from internal accounting funds.
5. A report must be prepared by the central

business office each month and sent to each school.

6. Each principal is responsible for informing the central office regarding the sponsor of each activity.

7. A separate internal accounting fund is to be established in the school department's banking depository.

8. A procedure is to be set up, to give proper approval for funds now in use and for those that may come into existence in order to assure that all funds serve a proper purpose.

SCHOOL FINANCE NEWS

★ During the year from July 1, 1952 to July 1, 1953, the Tulsa, Okla., board of education has saved \$5,259.91 by prompt payment of bills for materials and services. The board holds itself ready to call a brief, special meeting for the approval of claims when a discount or an allowance of any size can be obtained.

★ Lubbock, Tex. The school board has approved a tax rate increase of 15 cents and a budget of \$3,942,228 for the school year 1954.

★ Santa Maria, Calif. The union high school district board of trustees has adopted a 1954 budget of \$1,221,300.

★ Fontana, Calif. The elementary district trustees have adopted a \$1,236,357 operating budget for 1953-54.

★ Cedar Rapids, Iowa. A school budget of \$4,607,691 has been adopted for the school year 1954.

★ Galveston, Tex. The budget for the 1954 school year will reach \$2,274,844, an increase of \$171,198 over 1952-53.

★ Big Spring, Tex. The school board has adopted a budget of \$1,001,000 for the school year 1954.

★ Charleston, W. Va. The Kanawha County school board has approved a budget of \$9,554,747 for the school year 1953-54.

★ East St. Louis, Ill. A record budget of \$4,329,767 has been adopted for the school year 1953-54. The total for the building maintenance program is \$3,580,177.

★ Pittsburgh, Pa. The board of education has taken action to obtain a 1½-mill increase in real estate taxes necessary to meet an estimated \$2,100,000 deficit in 1954. To obtain the increase, the board must gain the approval of the voters at the November election.

SCHOOL BOND NEWS

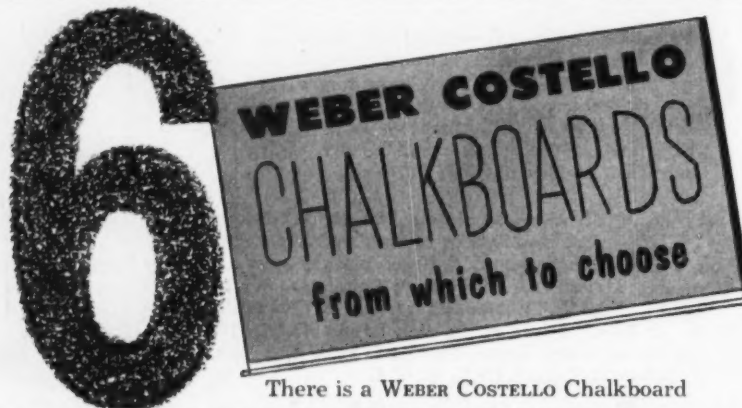
★ The Arlington County, Va., school board has voted to sell an additional \$2,780,000 in school bonds this year. The board has requested a \$46,000 tax revenue surplus from the last year's budget to help meet the \$49,000 debt service on the additional bonds.

★ The Dorchester County school board has sold \$1,294,000 in bonds to complete a building program begun in 1951. The bonds were sold at an average interest rate of 2.9195 per cent.

★ The Central School District of Canton, N. Y., has sold bonds in the amount of \$1,450,000 to a syndicate. The bonds were sold at an interest rate of 100.3 for 3 s.

★ The school board at Provo, Utah, recently sold school bonds in the amount of \$2,000,000 for a new senior high school.

★ School Dist. No. 24CJ, Marion County, Ore., has called for bids on a \$2,000,000 bond issue. The bonds, dated September 1, 1953, are to mature serially in numerical order from September 1, 1954, to September 1, 1973. Interest on the bonds is payable semiannually, March 1 and September 1 of each year.



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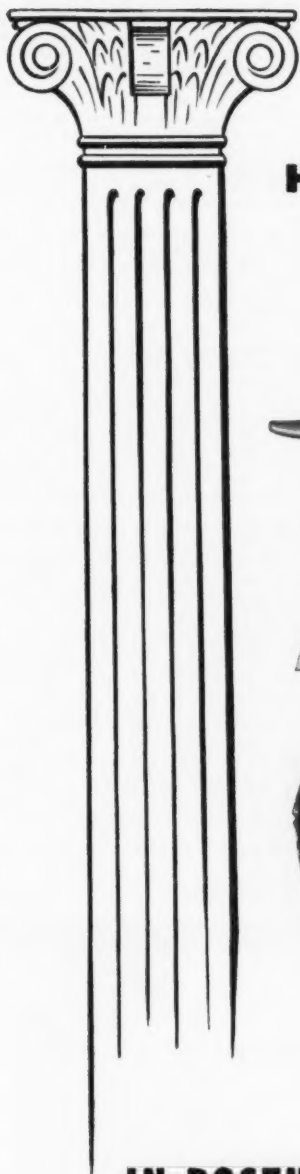
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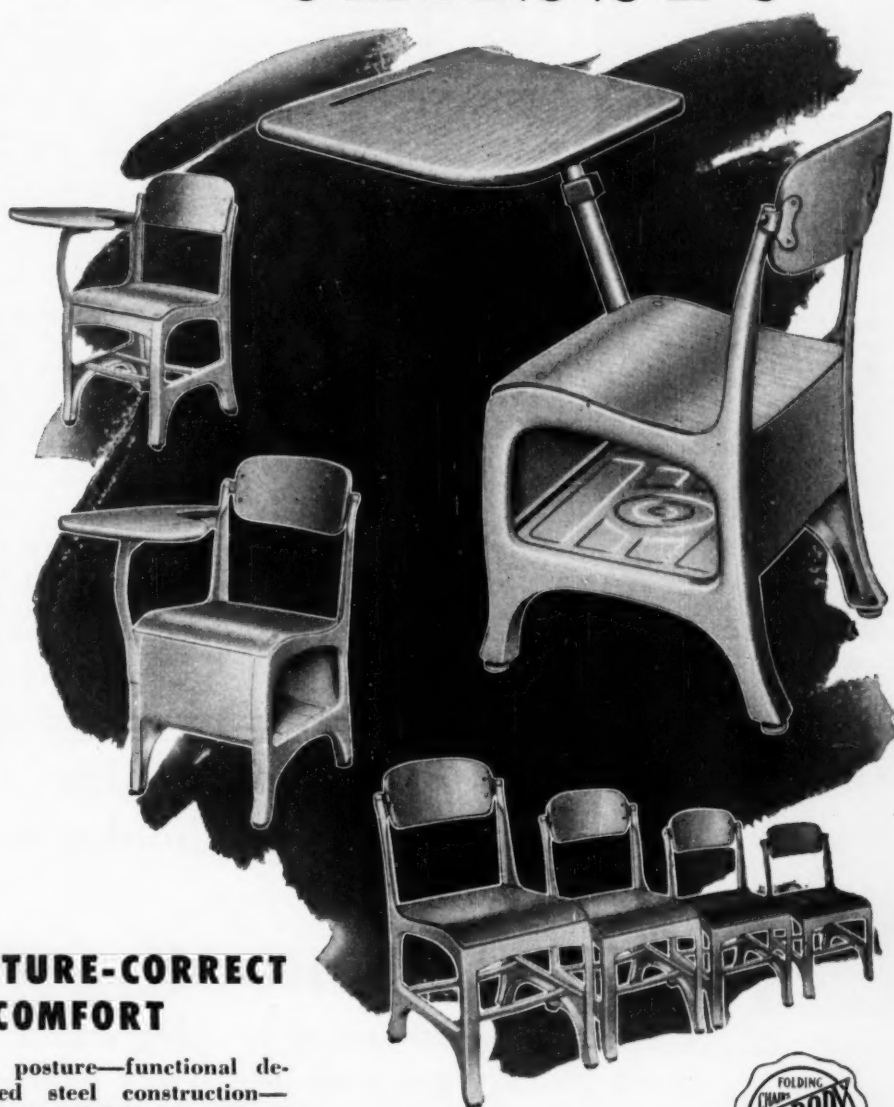
NAME	RATING	TYPE & COLOR	NAME	RATING	TYPE & COLOR
1 Hyloplate	HIGHEST GRADE	Fully cushioned wood fibre construction — Litesite or black	4 Vitoprest	STANDARD GRADE	Hardboard, tempered for strength — Light Green or Black
2 Sterling	HIGHEST GRADE	Mineral type, Cement-asbestos chalkboard — Litesite or black	5 Vitoplate	STANDARD GRADE	Wood fibre chalkboard construction — Light Green or Black
3 Hyloprest	HIGHEST GRADE	Tempered hardboard, cushioned writing surface — Litesite or black	6 Vitobest	STANDARD GRADE	Mineral type chalkboard — Light Green or Black

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NORTH MANCHESTER, INDIANA

PERSONAL NEWS



OF SCHOOL OFFICIALS

DR. WILSON APPOINTED

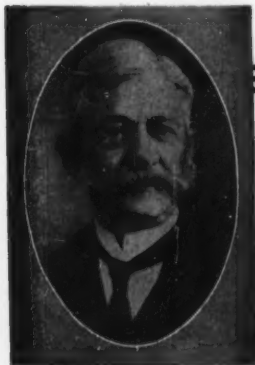
Dr. Howard A. Wilson, recently connected with the New York State Education Department and author of numerous professional books and reports, has succeeded William G. Carr as secretary of the Educational Policies Commission of the National Education Association, at Washington. Dr. Wilson's most important work in recent years has been in the development of educational enterprises bearing on international relations.



H. A. Wilson

DR. WEET PASSES

Dr. Herbert S. Weet, superintendent of the Rochester, N. Y., schools from 1911 to 1933, died August 30 after a brief illness. He was 82. Dr. Weet was superintendent of schools during the period of the greatest educational development in the city schools. He pioneered in the use of psychologists and visiting teachers, of special education programs for crippled children, and many other educational techniques years before they became standard practice. He received an honorary Ph.D. degree from Albany Teachers College in 1918, and in 1933 was given another honorary doctorate, the first ever given to a school superintendent. His contributions to education were not confined to the public school level. He was a trustee of the University of Rochester and served on the boards of the Rochester Theological Seminary (now Eastman), and the Mechanics Institute (now Rochester Institute of Technology).



PERSONAL NEWS OF SUPERINTENDENTS

★ W. E. HALL, of West Omo, Tex., has accepted a position in Corpus Christi. NOEL REED succeeds Mr. Hall in his former position.

★ ELMER A. KASTNER, of East Chain, Minn., has accepted the superintendency at McGrath.

★ B. W. STINSON is the new superintendent at Grenola, Kans.

★ DR. WILLIAM W. BRICKMAN, associate professor of education at New York University, has been named editor of *School and Society*, succeeding Dr. I. L. Kandel, who has retired.

★ FRED W. JOHANSEN has retired from the school superintendency at Clarinda, Iowa, after 22 years of service. The local *Herald-Journal*, in discussing Mr. Johansen's service, called attention to his achievements in broadening the instructional services of the schools, in careful selection of teachers of exceptional efficiency, and in successfully managing the finances of the district.

★ SUPT. PAUL A. WALLACE, of Adel, Iowa, has resigned to become area supervisor of schools in the Iowa State Education Department.

★ DR. H. M. IVY, for 30 years executive head of the Meridian, Miss., school system, has retired on pension. He has been succeeded by DR. L. O. TODD, formerly president of the Mississippi East Central College. Dr. Ivy will become director of the Association of Consultants in Education.

★ RICHARD H. BARTHOLOMEW has become borough superintendent of schools at Lewistown, Pa., succeeding Calvin V. Erdly, who has accepted a position as educational consultant with Architects Hunter & Caldwell, Altoona, Pa.

★ GLEN PENBROOK has been elected superintendent of schools at Rembeck, Iowa.

★ WALDO K. ANDERSON is the new superintendent at Alcester, S. Dak., succeeding V. W. Madsen.

★ FRED M. POKORNEY has accepted the superintendency at Yutan, Neb.

★ The new superintendent of schools at Langford, S. Dak., is MARVIN JARED, of Mitchell.

★ GEORGE PADRINOS has been elected superintendent at Bonesteel, S. Dak.

★ EDWIN C. NELSON, of Huntley, Neb., has accepted the superintendency of the Wilcox consolidated school at Wilcox, Neb.

★ R. D. CRAIG has accepted the superintendency of Barneston, Neb.

★ EDWARD L. MURDOCK has been appointed assistant superintendent of schools at Highland Park, Mich. He will have charge of the business affairs of the city school system, which comprises a student body of 5400 and a junior college enrolling 850 students.

★ SUPT. MARVIN L. EASLEY, of Erick, Okla., has been re-elected for a third term.

★ R. C. WARDEE, of Stennett, Iowa, has accepted the superintendency of the Gray consolidated school system at Gray, Iowa.

★ A. H. JOHNSON, of Blackfoot, Idaho, has been elected superintendent of schools of Marsh Valley.

★ MARTIN LEAGUE is the new superintendent at Bucklin, Kans.

★ FRANK H. GURLEY, of Loma, N. Dak., is the new superintendent of Tioga, succeeding D. W. Dannewitz.

★ DEWITT BUTLER is the new superintendent at Faith, S. Dak.

★ GEORGE FALKENSTEIN is the new superintendent at Towhee, N. Dak.

★ GEORGE W. GRANT, of Shelby, Iowa, has accepted the superintendency at Little Rock.

★ HARLAN G. SHAPER, of Greene, Iowa, has been elected superintendent at Kensett.

★ ROY SMITH is the new superintendent of schools at Ashland, W. Va., succeeding James B. McQuown, who has accepted a position at North Plainfield, N. J.

★ LOYAL V. NORMAN, formerly superintendent of schools at Searcy, Ark., has accepted a position as supervisor of instruction in Grimes County, Tex. Mr. Norman received the Ed.D. degree from Peabody College for teachers on August 17.

★ FRANK R. LUCAS has been named assistant superintendent of schools at San Rafael, Calif.

★ R. G. GRAY has been elected superintendent of the Las Vegas Union School District at Las Vegas, Nev.

★ E. S. FARLEY has been elected acting superintendent of schools at Battle Creek, Mich.

★ ROBERT TRUSLER, of Forest Park, Ill., has accepted the superintendency at Sioux Falls, S. Dak.

★ RALPH D. McLEARY, of Plainfield, N. J., has been elected superintendent of the Jackson Union School District, Jackson, Mich.

★ E. G. BURNKRANT, of Plymouth, Wis., has been elected superintendent of schools at Ashland.

★ EDWIN A. GARRETT, of Hudson, Kans., has accepted the superintendency at Osage City.

★ SAMUEL C. GILLILAND, of Yankton, S. Dak., has been elected superintendent at Wagner.

★ SUPT. LLOYD P. WOLLEN, of Bishop, Calif., has been re-elected for his fifth consecutive term.

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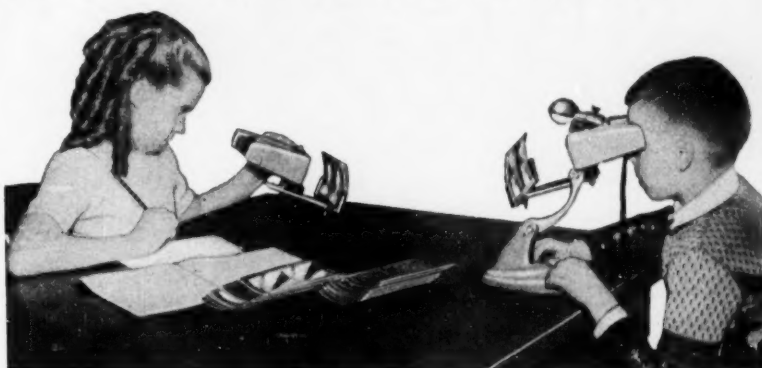
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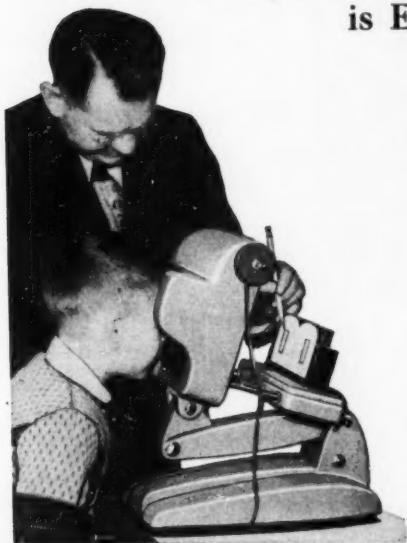
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NEA AND AFT MEET

The national professional organizations of teachers, at their 1953 summer conventions, passed resolutions paralleling each other in most respects and pledging continued devotion to the cause of public education. Both associations urged better support of education, federal aid, greater freedom of inquiry, more courage in teaching controversial subjects. Both condemned the employment of Communists as teachers and both denounced inquiries into the loyalty of teachers and schools.

The National Education Association, which met in Miami Beach, June 29 to July 4, reported a growth of 55,000 members during the past year and a new high in its operating budget of nearly 3 million dollars. The Association repeated its

former stand on such subjects as academic freedom, criticisms of the schools, teacher shortages, etc.

A special plea was made for broadening the scope and influence of the U. S. Office of Education under the new Department of Welfare, Education, and Health.

The American Federation of Teachers, A.F.T., at Peoria, Ill., August 17 to 24, took a pessimistic point of view on educational conditions in the United States. While the Federation has long opposed Communistic influences in education and years ago dismissed all Communists from its membership, its 1953 resolutions called upon Congress to prevent its investigations from becoming inquisitions and demanded that procedural safeguards be adopted guaranteeing the rights of witnesses.

The most important action of the convention was an amendment of the constitution to bar racial segregation in the local unions.

In support of its request for federal school aid, the convention adopted this statement of findings: "Schools throughout the country face increasingly large class loads, hopelessly inadequate buildings, part-day schooling for many elementary children, insufficient materials of every kind, and an alarming and increasing teacher shortage caused by poor working conditions, low salaries and lack of public recognition of service given."



PERSONAL NEWS

PERSONAL NEWS OF SCHOOL BOARDS

★ The school board of Kasson, Minn., has reorganized with DON CAMPBELL as president, and WILLIS OFFER as treasurer.

★ ALBERTUS CARRIGAN has been elected president of the school board at Lakefield, Minn.

★ ROBERT RUBERT has been elected a member of the board at Alexandria, S. Dak. L. N. AREND was re-elected president of the board.

★ MRS. WINONA VON SCHILTZ has been elected president of the board at Pittsburgh, Kans. GORDON ANGWIN was named vice-president.

★ DR. W. A. GROSJEAN has been elected president of the board at Winfield, Kans.

★ The board of education at Wellington, Kans., has elected HAROLD GIBSON as president; R. E. WILSON as vice-president; and HAROLD SANNER as treasurer.

★ MARION T. COOLIDGE has been elected president of the board at Emporia, Kans. LLOYD B. PRICE was named treasurer.

★ EBUR SCHULTZ has been elected president of the board at Chanute, Kans. New board members are MRS. CARTER BROOKHART, FLOYD NAFF, and FLOYD POTTER.

★ RAYMOND C. FRENCH has been re-elected president of the board at Fort Scott, Kans. GLENN R. MAUPIN was renamed vice-president.

★ CHARLES TIMMONS has been elected president of the board at Leavenworth, Kans. FRANK FREEMAN was named vice-president, and MRS. KATE CORV, treasurer.

★ R. B. LANG has been elected president of the board at Abilene, Kans. JOHN H. LEHMAN was named vice-president.

★ H. ALVA EDWARDS has been elected president of the board at Kokomo, Ind. CHARLES F. HATHAWAY was named secretary, and L. J. EVANS, treasurer.

★ The Tipton-Cicero Township school board at Tipton, Ind., has elected LESTER HENSLEY as president. MRS. MARGARET AFANADOR was renamed secretary, and MRS. HAZEL M. GROVE, treasurer.

★ HOWARD BASTIAN has been elected president of the board at Aberdeen, S. Dak. WILBUR KEARNS was named vice-president.

★ TED SCHOLL is the new president of the board at Rapid City, S. Dak. Other officers are RALPH SWENSON, vice-president; SELMER MYRON, secretary; and CARL LEEDY, treasurer.

★ ADOLFO DE URIOSTE has been appointed a member of the board of education at San Francisco, Calif., to succeed Joseph L. Alioto.

★ The board of education of Bemidji, Minn., has reorganized with M. A. STEARNS as president, and W. C. BUDGE, Jr., as vice-president; DR. A. C. GILMER was named clerk.

★ HESTON M. HILL has been elected president of the board of school directors at Washington, Pa., succeeding Ray E. Knestrick.

★ The new school board of Dist. R-8, Athena, Kans., includes J. R. TURK, A. R. MCKEE, CLAUDE R. PIERCE, MARVIN J. SCOTT, Sr., GEORGE A. SPEIDEL, and JOHN HAVERSTICK. Mr. Turk was elected president of the board.

★ HODY THIES has been elected president of the board at Great Bend, Kans. IBA FARMER was named vice-president.

★ The new president of the board at Leavenworth, Kans., is CHARLES TIMMONS. FRANK FREEMAN was named vice-president, and E. PAUL LESSIG, clerk.

★ MARION T. COOLIDGE has been elected president of the board at Emporia, Kans. MACK ROBINSON was named vice-president, and MRS. MAGDELENA BAKER, clerk.

★ JAMES HAMIN is the new president of the board at Highmore, S. Dak. Two new members are JOHN HARDESTY and ALVIN DUFFEE.

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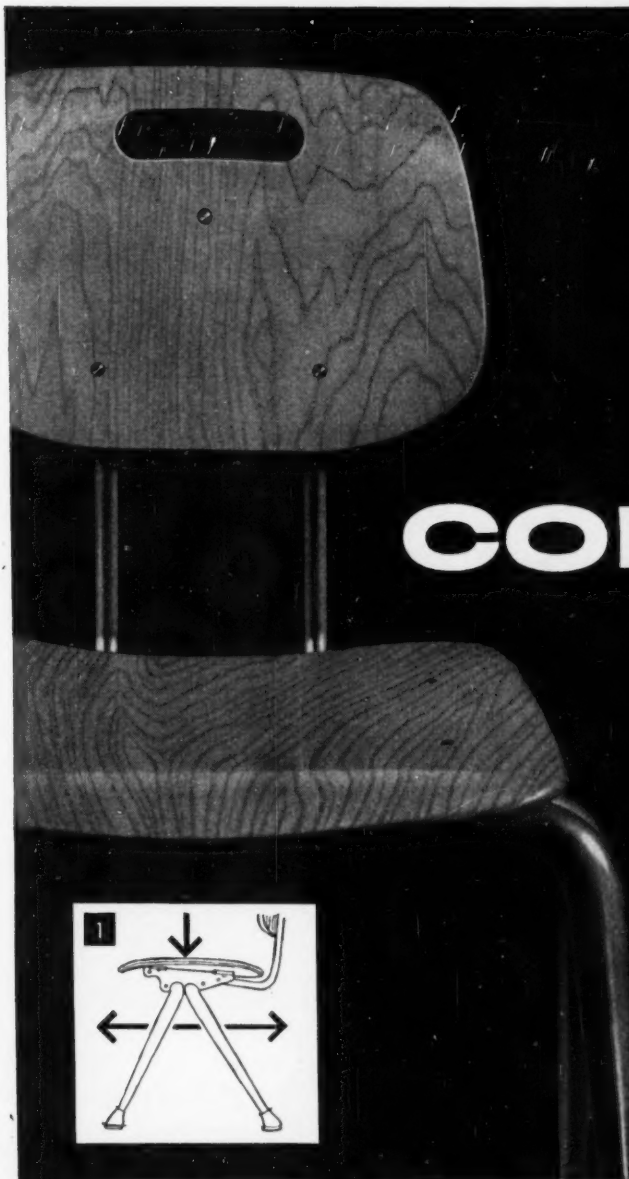
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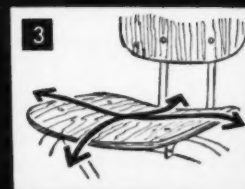
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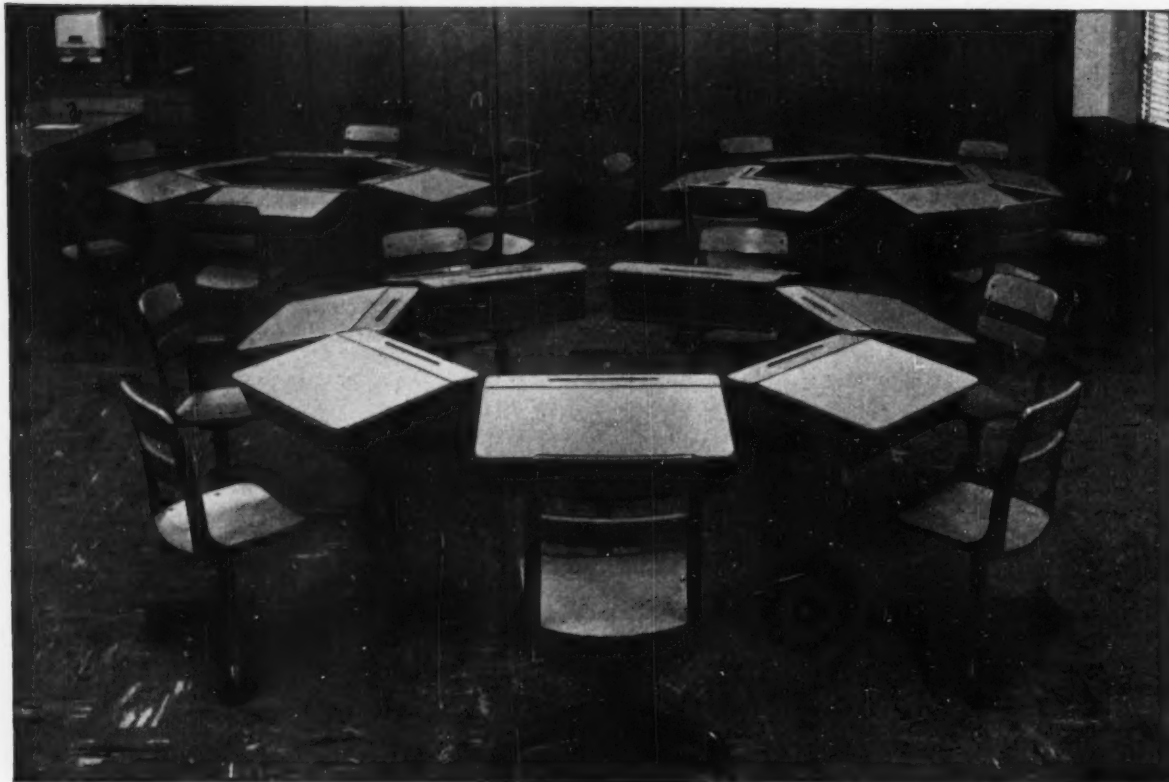
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NEW PUBLICATIONS for School-Business EXECUTIVES

Parliamentary Procedure

By Rose Marie Cruzan. Cloth, 219 pp., \$2.50. McKnight & McKnight, Bloomington, Ill.

The test of six years of use in schools and in practical parliamentary situations has been applied to the revision and enlargement of this detailed textbook of American parliamentary procedure. The book is not a technical manual, like Roberts', but a step-by-step treatment of all the legal etiquette of conducting meetings in which groups of people transact legal or other business of importance. Basic terms are defined and the logic of all principles and procedures is made clear. Supplementary chapters provide practical ideas for such related matters as (1) writing the constitution and bylaws of an organization, (2) conducting a convention, (3) organizing a club, (4) organizing and conducting various types of forum and discussion meetings, (5) conducting initiation and installation meetings. Quick reference charts of ranking and nonranking motions are useful aids for meeting chairmen.

Automatic Control of Heating and Air Conditioning

By John E. Haines. Cloth, vii-370 pp., \$6.75. McGraw-Hill Book Co., New York 36, N. Y.

While this book is thorough and technically accurate in its explanations of the basic problems of temperature and humidity control in connection with heating, ventilating, and air-conditioning apparatus, it is quite simple and direct in its definitions and discussions and can readily be understood by a competent layman. Necessarily much space is devoted to the separate devices and the general systems of control, but mention of all commercially available systems and devices is avoided.

The book is distinctly not an installation or servicing manual, but an introductory text. Schoolmen will find the book of great value for understanding the special problems of control in classrooms and larger school building areas where such typical devices as unit heaters and unit ventilators are used and where floor or ceiling panel heating creates problems of lag in heating and cooling. The book is distinctly a must for the school-board business department.

Revised Summary of State Government Finances, 1942-1950

Compiled by Jacob M. Jaffe and Howard S. Ryan, under the direction of Lynden Mannen. Paper, 69 pp., 35 cents. Superintendent of Documents, Government Printing Office, Washington 25, D. C.

The final revised summary of state government finances for 1942-50. The report shows that revenue and spending of state government have risen sharply during the past decade. One section of the report deals strictly with the provision, support, and supervision of schools and other educational institutions.

Elementary School Transfer

By Dr. O. W. Kopp. Cloth, 83 pp., \$2.50. Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

This study takes up the historic and the present legal, as well as practical, aspects of pupil transfers from school to school, and from community to community school system. The author recommends that the welfare and security of children will be safeguarded if the problem is approached from a professional standpoint, and principles and procedures are set up both on a state-wide and local basis.

The Role of the Superintendent in the Inter- relationship of School and Community

By Roy J. Haring. Paper, 62 pp. Published by the Co-operative Program in Educational Administration, Middle Atlantic Center, 525 West 120th St., New York 27, N. Y.

This report summarizes a study by some 500 Pennsylvania administrators and schoolmen of the opportunities and needs of bettering school services by improving school-community relations.

Annual Financial and Statistical Report, 1951-52

Compiled by the Bureau of Finance. Paper, 119 pp. New York City board of education, 110 Livingston St., Brooklyn 2, N. Y.

This is the forty-second issue of the Annual Financial and Statistical Report covering the fiscal period ending June 30, 1952. It contains the financial and physical data and is arranged on the basis of actual expenditures

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during the period July, 1951 to June, 1952. The total cost of the schools for current expenses was \$230,209,-757.54. The cost of the capital outlay for the year amounted to \$103,337,576.56.

Long-Range School Building Program for Washington County, Maryland

Paper, loose leaf, 136 pp. Compiled, edited, and published by Messrs. Engelhardt, Engelhardt & Leggett, New York, N. Y.

Washington County, that narrow strip which connects the extreme western end of Maryland with the main area of the state, is growing because of its industries; so is Hagerstown, the county seat. The county has a building problem because of the overcrowding and the obsolescence of the school plant, the growth and shifts in population, and the broadened scope of the educational program. The present report following a three months' study covers: (1) industries, transportation, population and schools; (2) school enrollment trends; (3) existing school plant; (4) recommendations. The recommendations call for 15 new sites and 11 additions to sites, six new elementary schools, additions to two schools, two new secondary buildings, and additions to two high schools. The program of work is outlined so that immediate needs and ultimately desirable changes can be handled well within the ability of the county.

Planning Schools for Use of Audio-Visual Materials: Classrooms

Second edition, July, 1953. Paper, 40 pp., \$1. Department of Audio-Visual Instruction, N.E.A., 1201 Sixteenth St., N.W., Washington, D. C.

This authoritative guide takes up the planning of classrooms for effective use of all kinds of audio-visual instructional materials. It discusses: (1) the Why of Classroom Planning; (2) the What-Performance Standards; the How-Achieving Goals. A brief bibliography and a list of firms producing and distributing equipment are provided.

School Plant Needs of River Edge, New Jersey

Compiled by Donald J. Leu, Alfred J. Cereste, Henry J. Riseto, and others. Paper, 90 pp. Institute of Field Studies, Teachers College, Columbia University, New York, N. Y.

This report, covering the long-range plant needs at

River Edge, N. J., was prepared by the Institute of Field Studies of Teachers College, at the request of the board of education. The institute has attempted to develop a practicable and flexible solution to the school-housing problem facing the district. The report is intended as a guide for the next five to ten years. It will prove of interest to communities engaged in studying their school building needs.

Thirty Years Later: St. Joseph School Building Survey

Compiled by Engelhardt, Engelhardt and Leggett, educational consultants. Paper, 12 pp. Published by the authors at 59 Park Ave., New York 16, N. Y.

During the past thirty years, the general guide for the board of education in St. Joseph in the construction of school buildings has been the "Survey of Public School Buildings," made in 1922 by George D. Strayer and N. L. Engelhardt, Sr.

At this time, when a major school building problem faces the board, a similar survey has been made by Messrs. Engelhardt, Engelhardt and Leggett. The present proposals are supplementary and are made in the light of changes occurring over a 30-year period. The new program calls for the replacement of the Hosea, Musser, and Sherwood schools, a new Hall School in the southern section, the replacement of the Blair School, and a reorganization of the Bliss School to take care of sixth-, seventh-, eighth-, and ninth-grade students. High school facilities are adequate for the present but with an increase in enrollment during the next seven years it may be necessary to expand the facilities to meet the situation.

Statistical Summary of Education, 1949-50

By Rose Marie Smith. Paper, 52 pp. Chapter I, 1949-50. Price, 20 cents, U. S. Office of Education, Washington 25, D. C.

This chapter of the Biennial Survey of Education presents (1) a statistical summary of education broad range; (2) a summary of education by levels; (3) a summary of Negro education, and finally, a brief note on activities of the Office of Education in international educational relations. The report shows a grand total enrollment of 31,400,000 in both public and nonpublic schools, or 5 per cent more than in 1947-48. The highest percentage of persons in the age group 5-34, enrolled in school (49.6%) was noted in the rural-farm areas. Rural-nonfarm areas en-

rolled 45.4 per cent, and urban areas, 41.2 per cent. Seventy-seven of each 100 persons of high school age (14-17 years) were enrolled in secondary schools in 1949-50. The total investment in the public school plant in 1949-50 was \$11.4 billion, or \$511 for each pupil in average daily attendance. Permanent school funds were valued at almost a billion dollars, and school lands, at half a billion.

Suggested Economics in School Construction

A selected bibliography. Compiled under the direction of Supt. Thomas L. Nelson. Published by the Berkeley Unified School Dist., Berkeley, Calif.

This is a selected annotated bibliography of recent literature concerning economics in school construction. It includes general reports and guides on various phases of the school building problem, including school building design, school planning, and school building financing.

Financial and Enrollment Data for Ohio City

School Districts, 1953

Compiled by John H. Herrick. Paper, 15 pp. Bureau of Educational Research, Ohio State University, Columbus, Ohio.

This is the twenty-seventh consecutive report and it shows that the school bonded indebtedness per resident student for grades 1 to 12 was \$1,482 in 1953. The tax rate for schools (in mills) amounted to 21.20, and the tax rate for all purposes was 32.80. A total of 135 districts had special operating levies, and the average effective millage voted operating levies was 7.12. The average resident enrollment in grades 1 to 12 was estimated at 5,002.

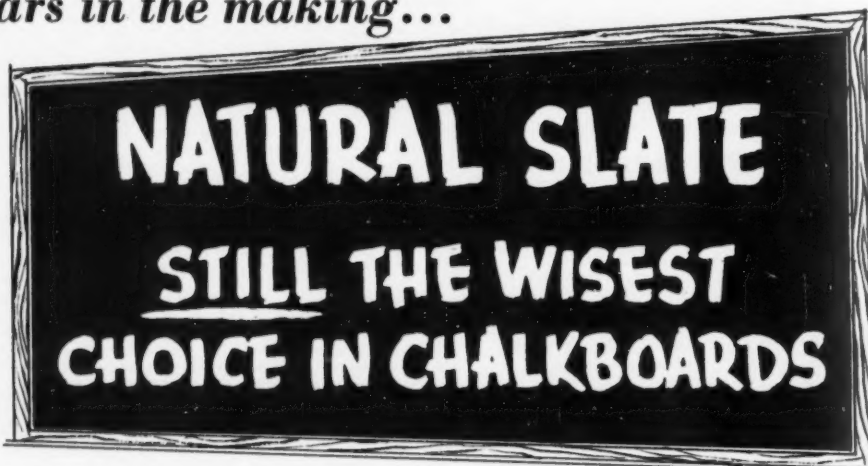
Basic Body Measurements of School-Age Children

Prepared by W. Edgar Martin. Paper, 73 pp. U. S. Office of Education, Washington 25, D. C.

A helpful handbook and ready reference for use by school officials, architects, design engineers, and furniture manufacturers. Contains information on the mean, the variability, and the range of 53 different body measurements for boys and girls, for each age 4 to 17 years. The measurements can be used for computing space requirements of children in carrying on learning tasks; in planning school buildings and facilities; and in designing, selecting, and purchasing furniture and equipment for different activities of children.



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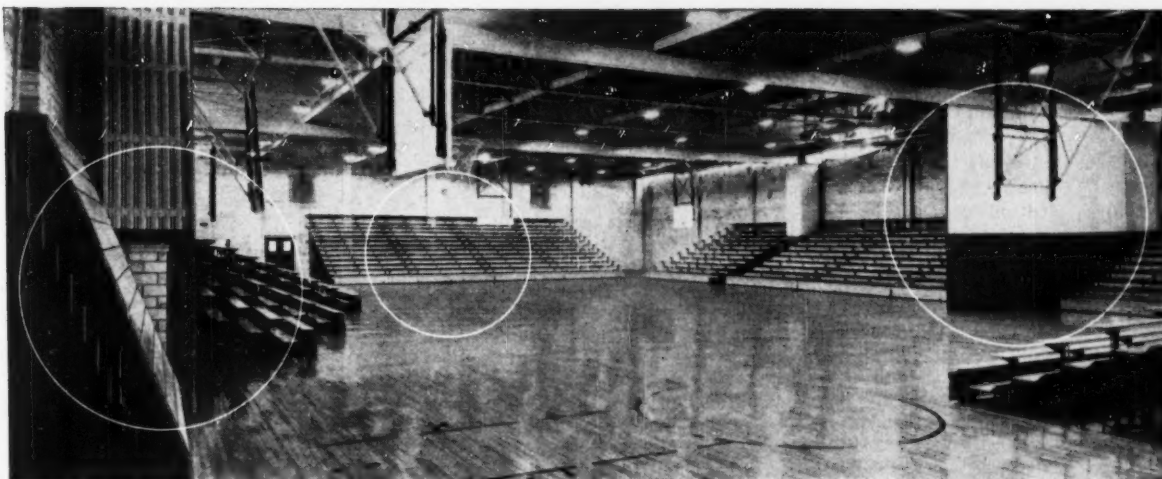


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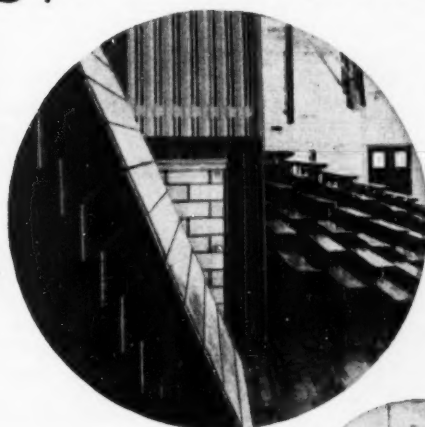
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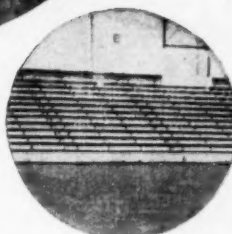
3 gyms in one make **sense**



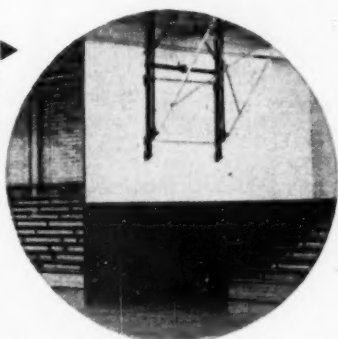
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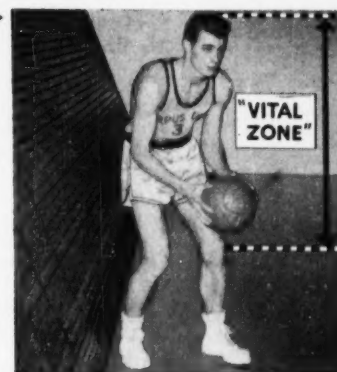
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COMMUNITY AND SCHOOL

(Concluded from page 31)

collections of rocks or butterflies or dolls or other objects of interest to children were willing to display them at school. The specialized knowledge brought into the classrooms by these community residents has done much to bring warmth and color into the study of many different subjects.

Interest in schools in Arlington is so general that the county Parent-Teacher Council is the largest single organization of any kind in the county. This federation of Parent-Teacher Association from all the public schools of Arlington counted an over-all local membership of approximately 18,000 men and women last year. Men are leaders in the association's work in the county, with more than two thirds of the local P.T.A.'s being headed by fathers.

BUILDING AUTHORITIES

(Concluded from page 36)

equalization be provided through indirect means! The states can determine the school-housing needs of their respective districts and should develop programs which will make it possible for those needs to be met. Such programs should be direct, open, involving action by the people, and they should provide state funds to remove part of the cost of capital

outlay from local property and to provide necessary equalization among the districts. States cannot discharge their responsibility for education—which requires housing—without positive action in this regard.

SECONDARY EDUCATION

(Concluded from page 43)

restricted academic curriculum of a hundred years ago embracing only a few subjects is now augmented by a variety of required and elective subjects which help our boys and girls in St. Louis to meet the challenge of a dynamic, democratic society in a changing world.

The visions and faith of these early settlers are responsible for our schools today. This history of education could be recast for nearly every state and city in America. St. Louis, however, was the educational leader west of the Mississippi River—first in coeducational secondary schools, in free public education, in normal school or college training. St. Louis boasts in having the first public secondary school in the world for Negro youth. Its adult education and technical high schools have set a pattern throughout the nation.

Under the leadership of its present superintendent of instruction, and with the full support of a board of education as keenly aware of the progress to be made in education, St. Louis will continue to be a leader

in the educational world—a city that has graduated a long list of nationally and internationally known educators, poets, businessmen, authors, artists, and jurists from its secondary schools.

PERSONAL NEWS OF SUPERINTENDENTS

★ JACK PADGETT has been elected superintendent of the Morgan county schools at Madison, Ga.

★ ELMER B. VECERA, of Kensington, Kans., is the new superintendent at Jennings, Kans.

★ V. W. MADSEN has been elected superintendent at Lake Preston, S. Dak. WALDO ANDERSON, of Ramona, succeeds Mr. Madsen.

★ WILLIAM E. LLOYD, of Richmond, Va., has been appointed director of special services for the American Association of School Administrators, Washington, D. C. He entered upon his new duties September 15.

★ F. K. PONTIUS, of Walnut, Kans., has accepted the superintendency at Galena, where he succeeds C. L. Wantland.

★ H. C. LEWIS, of Nicolet, Wis., has been elected superintendent of schools at West DePere, to succeed J. B. Layde, who has retired after thirty years' service.

★ ARTHUR TINDALL has been elected superintendent of the elementary school district at Whisman, Calif.

★ T. H. RISDAL, of Galesburg, N. Dak., has been elected superintendent of schools at Minnewaukan.

★ GEORGE FALKENSTEIN, of Turtle Lake, N. Dak., has accepted the superintendency at Towner, where he succeeds Emil F. Sather.

★ HAROLD SIMMONS, of Sulphur Springs, Iowa, has accepted the superintendency at Adel.

★ DR. E. E. LEWIS, emeritus professor of education at Ohio State University, Columbus, was honored guest at a testimonial dinner on August 8, at the Deshler-Hilton Hotel. In attendance were some 100 of his former graduate students, now serving in various parts of the country, as well as friends and colleagues. Dr. Lewis has been retired since 1952.

★ RAYMOND E. RAMSDALL has been elected assistant superintendent of schools at Vernon, Conn.



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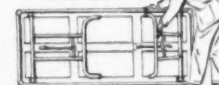
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HOW TO TREAT GYMNASIUM FLOORS

By WALTER S. HILLYARD*

A gymnasium floor, crafted of finest matched maple, fir, pine, or beech, is an expensive investment—and the secret of its continued beauty and efficiency lies in the protective treatment you give a thin $\frac{1}{4}$ of an inch surface layer. Because of the lateral sawing of lumber, this surface layer, about the thickness of a fingernail, is the factor of concern, and when properly treated will preserve the whole floor.

What constitutes proper protective treatment may be better understood by a brief résumé of the nature of wood flooring.

In its natural state, the tree is a mass of cells or legnecellulose fibers joined together by lignin or natural cement fed by sap through canals. When cut down for lumber the cells die, the sap ceases to flow, and the wood is cured so that the cell walls are capable of bearing weight and providing durability. In this state, the cells and canals of the wood make it like a blotter—expanding and contracting as it takes up moisture from the air. Because of this, and its resiliency, wood is called a "living material."

When bacteria, molds, and dirt are carried down and into these feeding canals and cell structures by cleaners, floor oils, wetting, and are pounded in by traffic, serious damage and deterioration to wood fibers result necessitating costly replacements and also creating discoloration and unsanitary conditions.

To insure against such damage, a treatment must be used to close all the surface wood cells, binding each of them together so that even moisture cannot penetrate the surface. Such a binder must have a natural affinity to wood. If, after the preparation has dried, it becomes brittle, the finish will crack and chip away from the surface, leaving the wood fibers exposed. If oily preparations are used, the playing surface will become slippery and dark. Surface preparations like shellacs, lacquers, varnishes that merely coat the surface, do not soak deeply enough into the wood to give protection. As a result, dirt accumulates in the pores, layer after layer, blackening the floor, making it hard to clean and increasingly slippery. After a time even

restoration of the natural color by normal sanding becomes impossible.

Chemical Research

But today, reflected in the gleam of thousands of gymnasium floors dotting our nation is the result of years of research that have gone into the chemical development of safe floor products for conditioning, finishing and maintaining slip-resistant gymnasium floors. So extensive has this research been—by floor treatment makers in close co-operation with flooring manufacturers—that specialized products now make it easy to provide the finest playing surface, a gymnasium finish that assures fast, foot-sure play. Our company built a gymnasium right into the plant setup, and organized its own basketball team so that laboratory formulations could be tested under actual playing conditions.

From a myriad of tests like these, under all kinds of conditions, wood seals have been perfected of special drying oils and phenolic resins that penetrate more deeply than ordinary floor varnishes, become a part of the wood and lock out moisture and dirt. Such seals fill voids between cells and result in reinforcing action as well as a sealing action.

Safe elastic finishes have been developed that are tested to hold up under every sort of recreational play. In fact, one specialized gymnasium finish (which I shall designate as Finish X) now on the market proves itself in an amazing number of laboratory tests far surpassing the most rugged of actual playing conditions.

By following the easy steps pictured here, the method of treatment now in use by 15,000 of the nation's finest gymnasiums, you can create a gymnasium floor of which you will be justly proud. In general, first, be guided by these tested Do's and Don'ts.

DO:

- Select best quality, trademarked materials. Your specialized gymnasium finish will outwear ordinary varnishes by at least one year.
- See that you have necessary materials in adequate quantities, tools, and equipment

on hand before starting the job so there will be no delay in getting your gymnasium floor back into action.

- Follow manufacturers' instructions. Allow ample drying time between coats.
- If you have a problem gymnasium, get the free help of a floor expert made available by several of the nationally known floor treatment manufacturers without charge.

DON'T:

- Use dangerous oily greasy floor dressings. Floor oils cause wood floors to become dark and unsightly—and constitute a real fire hazard.
- Use harsh or gritty sweeping compounds. Scrubbing powders containing alkali or acids result in a gray, dingy unpolished floor.
- Use soaps. They can't be rinsed properly and often leave a greasy, soapy residue to seep down into the pores of the wood, causing untimely wear out.
- Use water excessively in cleaning. Dampness penetrating into the floor produces not only an unsanitary condition, but leads eventually to rotting and deterioration.

Finishing Process

If your floor is new and to be finished for the first time, there are three simple steps to be followed, namely: sealing, marking, and finishing.

If your floor is old, you have three preparation alternatives:

1. Where floors are uneven, boards cupped, or otherwise seriously damaged, sanding is the preparation step indicated.
2. Where floors are basically in sound condition but show a spotty surface, darkened in some areas, worn in others, the use of a good nonflammable paint-varnish remover is advised. (Followed by refinishing as subsequently outlined under directions for Finishing a New Gymnasium.)
3. For periodic refinishing of gymnasiums in good condition, showing only normal wear from action-play—simple cleaning with a neutral chemical solution is often the only preparatory step recommended. (Then see directions for Periodic Refinishing.)

Finishing a New Gymnasium Floor or an Old Gymnasium Floor After Sanding Naphtha Wipe

The first step, and an important step in treating a freshly laid or newly sanded floor, is to clear it of all dust, sand, grease, or any foreign matter. This can best be done by vacuum sweeping and by wiping the entire area with Turkish toweling cloths wrung out of naphtha and fastened around the block of a push broom. Unless floor is free from all dust and dirt, primer and finish will not bond properly.

(Continued on page 94)

*Hillyard Chemical Company, St. Joseph, Mo.

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American Desk

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HOW TO TREAT GYMNASIUM FLOORS

(Continued from page 92)

Sealing

On the clean, dry floor, apply one coat of recommended specialized Wood Primer with sheepskin applicator or painter's brush, rubbing first across the grain of the wood, then smoothing out *with* the grain. Allow prime coat at least 24 hours to dry. Surface then should be steel-wooled using No. 3 steel wool pads on the brushes of an electric polishing machine. Such sealing will saturate the wood, act as a reinforcing agent, and provide a durable foundation for your finish coat. (Temperature of room should be below 70° during treatment; the room should be well ventilated.)

Marking

After cleaning again with naphtha cloths, the floor is ready for marking. On the dry, primed floor, paint regulation gymnasium game markings previously agreed upon. Two necessary qualifications to look for in a good lining paint are colorfast and quick-dry properties. Be sure, too, that the paint chosen is fine, heavy-bodied quality—a high-gloss type that will not run. Quality enamel will pay in the long run.

Finishing

After markings have thoroughly dried, the floor should be swept clean with naphtha as before. Then on the clean, dry floor apply the first coat of specialized nonskid, no-glare gymnasium finish with sheepskin applicator, or painter's brush, rubbing out with the grain of the wood to a smooth finish. Allow at least 24–48 hours drying time. Apply second finish coat. Allow to dry 48–60 hours depending on weather conditions. Such a finish will set up hard and tough, but elastic. Its high-gloss, no-glare finish will test U/L approval "antislip."

Maintenance

Your properly sealed and finished gymnasium floor is easy and inexpensive to maintain. For daily dust-up use cotton sweeping brush sprayed with one of the special nongreasy, dust-laying formulas. Such a nongreasy dressing won't track, or be picked up by the ball or player's feet, and will remove rubber marks. One on the market now controls the spread of dust and lint by absorption—thereby preventing dirt particles from scratching the finish.

Periodic Refinishing

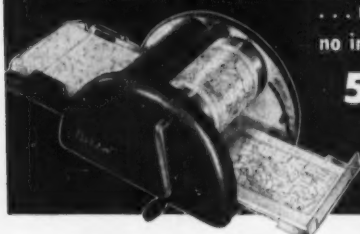
Though traffic-soiled from a schedule of fast action games, a floor in good basic

condition, because it retains its foundation sealing and some of the finish, may need periodic refinishing. To put it in A-1 shape, the floor needs only neutral chemical *cleaning* to remove dust, grease, rubber and traffic marks, quick *touch-up* of game lines, and a *fresh* finish. Tools recommended include steel-wooling machine, neutral chemical cleaner and floor brush. In cleaning, work only a small area at a time. Use a good neutral chemical cleaner in economical proportion of four ounces to a gallon of water. Cleaner may be machine agitated or efficiently accomplished with ordinary mop and pail, though the latter method takes longer. Floor should be rinsed well with clear water several times. After rinsing, the dry floor should be steel-wooled and wiped with naphtha cloths to resume all traces of dust and steel-wool particles. Wherever necessary, retouch playing lines and apply two coats of your finish following directions as given under Marking and Finishing.

NOTE: On floors where wood is not cupped or damaged, or for old floors too thin to be sanded and that require removal of the old finish, a nonflammable varnish remover may be used with success.

Call on the consultant service maintained by several of the quality floor manufacturers for information and help on any special gymnasium floor problem.

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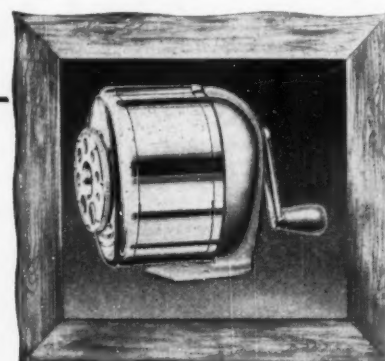
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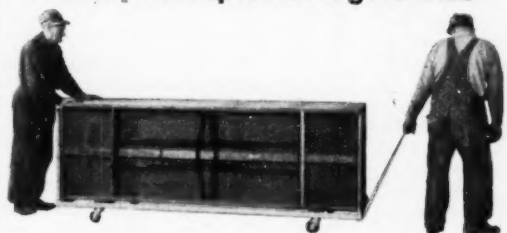
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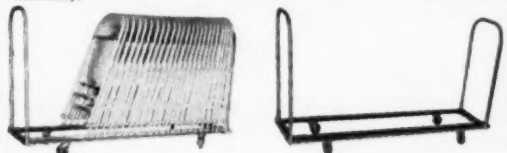
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COMING CONVENTIONS

Oct. 6-9. *National Council on Schoolhouse Construction* at Kellogg Center, East Lansing, Mich. Secretary: W. D. McClurkin, Peabody College, Nashville, Tenn. No exhibits. Attendance: 125.

Oct. 8-9. *Texas School Boards Association* at Driskill Hotel, Austin, Tex. Secretary: Roy M. Hall, University of Texas, Austin. Exhibits: Don Nugent, V-Hall, University Station, Austin. Attendance: 300.

Oct. 11-12. *Texas Association of School Administrators* at Austin, Tex. Secretary: Frank Richardson, Henrietta, Tex. No exhibits. Attendance: 600.

Oct. 11-13. *New England Association of School Superintendents* at New Ocean House, Swampscott, Mass. Secretary: Everett W. Ireland, Somerville. Exhibits: Ernest Cobb, 28 Richardson Rd. Newton Upper Falls. Attendance: 1000.

Oct. 11-14. *National Conference of County and Rural Superintendents* at Hotel Fontenelle, Omaha, Neb. Secretary: Dr. Howard A. Dawson, 1201 16th St., N.W., Washington, D. C. No exhibits. Attendance: 1200.

Oct. 11-15. *Association of School Business Officials* at Hollenden Hotel, Cleveland, Ohio. Secretary: Harley W. Anderson, 710 Kalamazoo Bldg., Kalamazoo, Mich. Exhibits.

Oct. 13-14. *Pennsylvania State School Directors Association* at Penn-Harris Hotel, Harrisburg, Pa. Secretary: P. O. Van Ness, 222 Locust St., Harrisburg. Exhibits: Mr. Van Ness. Attendance: 1800-2000.

Oct. 17. *New Hampshire School Boards Association* at Laconia High School, Laconia, N. H. Secretary: Paul E. Farnum, State Department of Education, Concord, N. H. Attendance: 150.

Oct. 18-21. *California School Trustees Association* at Saint Claire Hotel, San Jose, Calif. Secretary: Mrs. I. E. Porter, 251 Haberfelde Bldg., Bakersfield. No exhibits. Attendance: 400.

Oct. 20-22. *North Dakota School Officers Association* at Minot, N. Dak. Secretary: D. B. Allen, Walcott, N. Dak. Attendance: 100.

Oct. 21. *Indiana City and Town Superintendents Association* at Lincoln Hotel, Indianapolis, Ind. Secretary: Harry H. Mourer, Bedford, Ind. No exhibits. Attendance: 150.

Oct. 25-27. *New York State School Boards Association* at Syracuse Hotel, Syracuse. Secretary: Everett R. Dyer, 170 State St., Albany 10. Exhibits: Paul W. Toth, 170 State St., Albany 10. Attendance: 2800.

Oct. 28-29. *School Trustees Association of Virginia* at Hotel John Marshall, Richmond. Secretary: Miss Phylliss G. Brown, 116 S. Third St., Richmond. Exhibits: T. Preston Turner, 116 S. Third St., Richmond. Attendance: 200.

Nov. 10-14. *American School Food Service Association* at Hotel Statler, Boston, Mass. Secretary: Janet Jardine, Director, School Lunch, State Education Department, Trenton, N. J. Exhibits: Mrs. Eleanor Westfall, Director, School Lunch, Board of Education, Boston, Mass. Attendance: 2000.

Nov. 19. *Indiana School Boards Association* at Antlers Hotel, Indianapolis, Ind. Secretary: M. E. Stapley, Indiana University, Bloomington. No exhibits. Attendance: 300.

Nov. 19-20. *Iowa Association of School Boards* at 401 Shops Bldg., Des Moines, Iowa. Secretary: Don A. Foster, 401 Shops Bldg., Des Moines. Exhibits: Mr. Foster. Attendance: 1000.

Nov. 22-24. *Illinois Association of School Boards* at Sherman Hotel, Chicago. Secretary: Robert Cole, 223½ E. Washington, Springfield. Exhibits: Mr. Cole. Attendance: 1100.

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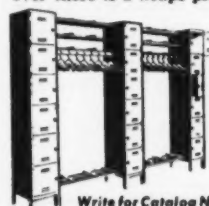


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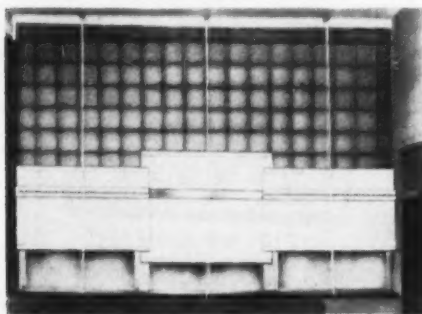
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News of Products for the Schools

New Way Shading Unit For Glass Window Walls

A new and entirely different method of shading combination glass block-clear glass window walls has been developed by the Luther O. Draper Shade Company, Spiceland, Ind. Draper New Way Shading Units have been especially designed for use on window walls being used in schools, colleges, hospitals, and other public buildings where most efficient and economical light control is essential. Full daylight control and protection are assured in this type of room, regardless of the season, time of day or angles of light refraction.



WINDOW WALL SHADES

Mounted on the division bar between the clear glass and glass block sections, the New Way Shade Unit consists of double roller shades which are sufficiently overlapped to prevent direct light gaps. The upper and lower shades are entirely independent in action, affording complete shade adjustability for the desired daylight. When not in use, the shades are rolled up completely out of the way and kept clean and ready for easy, dependable operation. No portion of the glass is covered when the shades are not in use. Only a simple pulley bracket mounts at the top of the window wall.

For maximum light transmission, the Draper New Way Shade Units are furnished with natural, cream-white 10-ounce Dratex cloth which can be easily and thoroughly washed for long, trouble-free service. When installed in rooms planned for slide or film projection, the New Way Shades are fabricated of light color opaque cloth or black Dratex for efficient darkening.

For further information write: *L. O. Draper Shade Co., Section S.B.J., Spiceland, Ind.*

(For Convenience Circle Index Code 0138)

VinylBest Added To Gold Seal Line

Seventeen patterns in vinyl asbestos tile, embodying brilliant colorings in a high-styled swirl marble, have been added to the Gold Seal line of Congoleum-Nairn, Kearney, N. J. To be known as VinylBest, the item is

being recommended for installation over, on, or below-grade concrete floors in contact with the ground, as well as over the usual suspended wood and concrete floors. It is a colorful, long-wearing floor for both commercial and home use.

Manufactured in the popular 9 by 9 squares, the complete line will include 13 patterns in 1/4-inch gauge, commercial weight tile, and 12 patterns in 1/8-inch gauge, household weight goods.

In addition to remarkable wearing properties, vinyl asbestos tile advantages include a high resistance to acids, alkalies, household grease, and vegetable fats.

For further information write: *Congoleum-Nairn, Inc., Section S.B.J., 195 Belgrove Drive, Kearney, N. J.*

(For Convenience Circle Index Code 0139)

Coolite, Popular Heat Absorbing Glass

"Coolite," heat absorbing glass, in the pleasing new Luxlite pattern is enjoying increasing use in the modern, well daylighted school, according to the manufacturer, Mississippi Glass Company, St. Louis.

Diffusing light evenly, Coolite glass, glare-reduced by a special process, ends discomfort and glare of "raw" sunlight. Of a cool, blue color with a slightly greenish cast, Coolite absorbs solar heat rays, helps keep interiors cooler, more comfortable.

In a special schoolroom, erected on company property, rolled, figured, and wired glass products of the manufacturer are constantly tested for school daylighting qualities. In addition to Coolite, Mississippi Glass also produces other glass patterns with qualities specially suited to school use.

For further information write: *Mississippi Glass Company, Section S.B.J., 88 Angelica St., St. Louis 7, Mo.*

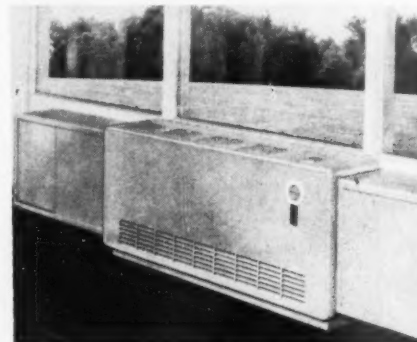
(For Convenience Circle Index Code 0140)



COOLITE GLASS

Amervent Unit For Mild Climates

A revolutionary new cooling, heating, and ventilating unit for the school classrooms in mild climate areas has just been announced by American Air Filter Co., Inc., Louisville. This new unit, called the Herman Nelson Amervent, has the unique feature of incorporating a self-contained electronic temperature control with room thermostat incorporated in the unit. This highly responsive control is installed and adjusted



AMERVENT PACKAGE

in each Amervent at the factory and only steam or hot water piping plus an electrical connection is necessary on the job. The resultant "package" unit is expected to materially reduce labor and installation costs on the job.

Being designed specifically for design temperatures of plus 10 and above, the Amervent is also equipped with a super-cooling speed which supplies 30 per cent more air to the classroom for comfort cooling in mild weather. The unit is available in three models with the "CC" model being a combination hot water and chilled water unit. Other models operate on steam or hot water and provide ventilation as well as heating.

Successful field installations of Amervent have been in operation for two heating seasons and this experience plus the two years previous research on the unit assures its acceptance.

For further information write: *American Air Filter Co., Inc., Section S.B.J., 215 Central Ave., Louisville 8, Ky.*

(For Convenience Circle Index Code 0141)

New Improved Line Fire Extinguishers

A new complete line of portable carbon dioxide fire extinguishers, with a new and simplified, faster-acting valve, has just been announced by the American-LaFrance-Foamite Corporation, Elmira, N. Y.

The new Alfco Carbon Dioxide Extinguisher valve has a number of notable improvements over the valve it replaces, including: increased simplicity—disassembles for servicing without special tools; operates

(Continued on page 100)

24 Hour "Dunking"

proves Gallon for Gallon



Results of water-resistant tests at testing laboratories show: no wash-off loss; no dulling of gloss; Super Hil-Brite does not turn milky after 24 hours in a watery bath even after only 1 hour of drying time. (Other waxes tested failed on one or more of these counts.)

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Famous self-polishing SUPER HIL-BRITE demonstrates amazing water-resistant features—proof of long wearing qualities, achieved by 100% use of highest grade imported Carnuba wax. So call a halt to inferior waxing with cheap waxes that "flake off" or build up to discolor the floor, require expensive strippings and frequent rewaxings. Switch to quality SUPER HIL-BRITE. Save three out of four waxings, get better looking floors, at the same time save your clean-up crew hours lost by unnecessary waxings and stripping.

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News of Products . . .

(Continued from page 93)

faster—squeeze lever directly over valve stem gives quicker discharge; easier leverage—hand squeeze needs only finger pressure; removable siphon tube; safety disk is side-mounted instead of on top for added protection against damage.

Double-prong locking pin (2 locking ends) with one prong slightly sprung, prevents accidental discharge of unit.

Carbon dioxide gas is a nonconductor—safe to use on live electrical equipment. It is a harmless, inert gas—noncorrosive, nonpoisonous, odorless. It will not damage even the most delicate fabric, yet is truly deadly to fire. After use, it disappears without leaving a trace.

Five Alfco models of this design are available: Model Nos. 2½, 5, 10, 15, and 20, the model numbers denoting also the weight capacity of the respective units.

All Alfco Carbon Dioxide Extinguishers with hose connections are equipped with the exclusive Alfco Anti-Statik Discharge Device which prevents the building up of a static electrical charge. These units carry the inspection and approval label of Underwriters' and Factory Mutual Laboratories.

For further information write: *The American-LaFrance-Foamite Corp., Section S.B.J., Elmira, N. Y.*

(For Convenience Circle Index Code 0142)

Aluminum Shows No Visible Corrosion

The aluminum sheet on the picture below was immersed overnight in a 100 p.p.m. solution of Antibac—Wyandotte Chemicals'



ANTIBAC DEMONSTRATION

newly introduced, mildly acidic, fast-acting germicide. No corrosive action was visible either to the eye or to the camera.

Due to the rapid bactericidal action of this new germicide, overnight immersion is not necessary. The photo does illustrate, however, the *safety factor* given by this new product. Similar tests conducted with stainless steel, even after 168 hours of immersion, showed no significant visual change in the appearance of the metal.

Field tests show that Antibac is an excellent sanitizer on both plain and anodized aluminum. Use-solutions of this new germicide are mildly acidic. The product is claimed to combine the safety and other advantages of organic-type chlorine with the fast lethal action of the hypochlorites.

Sanitizing action of Antibac use-solutions starts instantly and is highly effective even with 15-second exposure time at recommended concentrations. And yet, the product has no visible corrosive action on aluminum or stainless steel.

For further information write: *Wyandotte Chemicals Corp., Section S.B.J., Wyandotte, Mich.*

(For Convenience Circle Index Code 0143)

New Method of Wire Fence Painting

A newly developed method permits two men to paint 1200 square feet of industrial wire fencing per hour, on both sides of the fence, using only two long-nap rollers and

(Continued on page 103)



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STEEL BLEACHERS

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Safe... All Snyder grandstands and bleachers, with the exception of seatboards and footboards, are built throughout of structural steel, making Snyder Steel Stands Safer.

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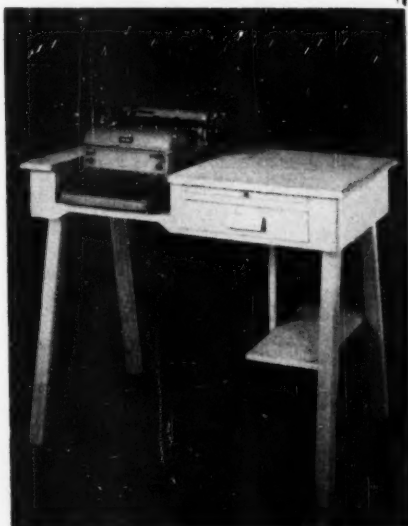
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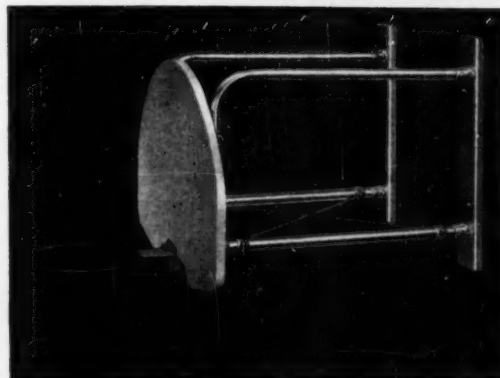
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SCHOOL BOARD JOURNAL for OCTOBER, 1953

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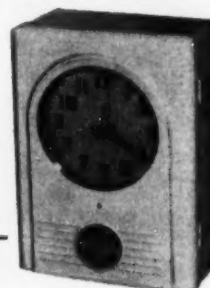
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Our complete assortment of this season's crop is now available.

JOHN SEXTON & CO., CHICAGO, 1953

News of Products . . .

(Continued from page 100)

one roll-out pan. Tropical Paint & Oil Co., Cleveland, devised the method of fence painting which formerly involved using many men and a terrific waste of time and paint.

The secret of the new method is in the long-nap 5-inch diameter rollers. One man loads his roller and rolls out excess paint. Using an ordinary broom handle extension with the roller, he paints 75 per cent of the fence from one side. The long nap works into and around cross links and barbed wire sections. The man on the other side of the fence simply picks up excess paint already on the wire and works it out with his roller, to finish the painting of the remaining 25 per cent of surface of his side. Metal bumper strips are roller-painted this way also at the rate of 20 feet per minute.

Carefully observed tests show that, using Tropical's "Elastikote" heavy-duty industrial aluminum paint, costs of fence painting by this method were cut from 30 per cent to 50 per cent.

For further information write: *The Tropical Paint & Oil Company, Section S.B.J., Cleveland 2, Ohio.*

(For Convenience Circle Index Code 0144)

Descriptive Material

★ Seven color samples and 15 installation ideas for Corrulux shatterproof, translucent structural panels are shown in a new 4-color folder published by the Corrulux Division of Libbey-Owens-Ford Glass Company, Houston. The folder includes technical details, sheet sizes, and an outline of typical uses for the product. For a copy write: *Libbey-Owens-Ford Glass Company, Corrulux Division, Section S.B.J., P.O. Box 20026, Houston, Tex.*

(For Convenience Circle Index Code 0145)

★ For a free copy of a new gymnasium floor marking chart, with diagrams for all gymnasium activities and complete specifications for treating new or old gymnasium floors, address request to: *Hillyard Chemical Co., Section S.B.J., St. Joseph, Mo.*

(For Convenience Circle Index Code 0146)

★ "Kimble Toplite — A New System in Daylighting" is the title of a new, colorful, 4-page folder on the recent development in lighting. Suggested uses, light transmission statistics, and layout and construction data is included. Available from: *Kimble Glass Company, Section S.B.J., Toledo 1, Ohio.*

(For Convenience Circle Index Code 0147)

★ Industrial-arts projects can be combined with the resurfacing of old wooden desk tops with durable, maintenance-free plastic, according to a complete instruction booklet published by Roddis Plywood Corporation, Marshfield, Wis. Directions, under the title "Instructions for Fabrication Textolite School Desk Tops," are complete and easy to follow, and contain diagrams illustrating various steps in the resurfacing procedure. Equipment needed is simple and easily obtainable by any school shop. Textolite is a G.E. product, nationally distributed by Roddis. Folder obtainable from: *Roddis Plywood Corporation, Section S.B.J., Marshfield, Wis.*

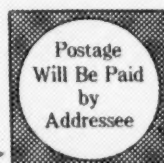
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Code No.	Page No.	Code No.	Page No.
100	American Crayon Company..... 87	1021	Herman Nelson Unit Ventilator Products American Air Filter Co., Inc. 12 & 13
101	American Desk Mfg. Company..... 93		Heating and Ventilating
	School Furniture	1022	Heyer Corporation..... 97
102	American Photocopy Equipment..... 95		Duplicator
	Duplicators	1023	Heywood-Wakefield Co. 75
103	American Playground Device Co. 8		School Furniture
	Playground Equipment	1024	Hillyard Chemical Company..... 99
104	American Radiator & Standard Sanitary Corporation..... 23		Floor Maintenance
	Plumbing Fixtures	1025	Holden Patent Book Cover Co. 82
105	American Seating Company..... 70		Book Covers
	School Seating	1026	Horn Brothers Div., Brunswick-Balke-Collender Co. 89
106	Ballantyne Flameproofing Co. 96		Folding Bleachers
	Flameproofing Liquids	1027	Hunt Pen Co., C. Howard..... 94
107	Beseler Company, Charles..... 77		Pencil Sharpeners
	Projection Apparatus	1028	Insulux Glass Block..... 17
108	Binney & Smith Co. 97		Glass Block
	Art Materials	1029	International Business Machines Corp. 14
109	Bradley Washfountain Co. 79		Electric Typewriters
	Washfountains	1030	International Harvester Co. 27
1010	Brunswick-Balke-Collender Co. 85		Buses, Motor Trucks
	School Furniture	1031	Johnson Service Company..... 1
1011	Butler Manufacturing Company..... 16		Temperature Control
	Steel Buildings	1032	Keystone View Company..... 83
1012	Celotex Co., The..... 22		Visual Aids
	Acoustical Material	1033	Kimble Glass Company..... 17
1013	Certified Equipment Mfrs. 21		Glass Blocks
	Fluorescent Ballasts	1034	Medart Products, Inc., Fred..... 2
1014	Consonata (Div., C. G. Conn, Ltd.)... 95		Steel Lockers
	Organ	1035	Midwest Folding Products..... 97
1015	Crane Company..... 4		Folding Tables and Benches
	Plumbing Fixtures	1036	Miller Co., The..... 10
1016	Delta-Rockwell Power Tool Div..... 73		School Lighting
	Woodworking Machine Tools and Metalworking	1037	Minneapolis-Honeywell Regulator Co. 3rd cover
1017	Ditto, Incorporated..... 94		Temperature Controls
	Duplicator	1038	Mississippi Glass Company..... 65
1018	Draper Shade Company..... 96		Glare Reducing Window Glass
	Shades	1039	Mitchell Mfg. Company..... 90
1019	Goodyear Tire & Rubber Co. 26		Folding Tables and Stands
	Tires, Floor Covering	1040	Monroe Company, The..... 95
1020	Griggs Equipment Company..... 87		Folding Tables
	School Seating	1041	Montgomery Manufacturing Company 101
			Time Clocks

(Index continued on next page)



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AMERICAN SCHOOL BOARD JOURNAL

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Index to Advertisers — continued

Code No.		Page No.	Code No.		Page No.
1042	National Terrazzo & Mosaic Assn.	78	1064	Underwood Corporation	6 & 7
	Promotion of Terrazzo			Typewriters	
1043	Natural Slate Blackboard Co.	88	1065	U.S. Plywood Corporation	24 & 25
	Blackboards			Lumber for School Construction	
1044	Nesbitt, Inc., John J.	4th cover	1066	Universal Bleacher Company	9
	Heating and Ventilating Equipment			Steel Grandstands	
1045	Peabody Company, The	81	1067	Vestal, Inc.	84
	School Furniture			Floor Maintenance	
1046	Pennsylvania Slate Producers Guild	90	1068	Victor Animatograph Corp.	2nd cover
	Assn. on Slate Promotion			Cameras and Projectors	
1047	Pittsburgh Corning Corp.		1069	Vogel-Peterson Co., Inc.	96
	Insert between 67 & 70			Coat and Hat Racks	
	Glass Blocks		1070	Wayne Iron Works	28
1048	Pohlock and Sons, Co.	71		School Seating	
	Display Cases		1071	Weber Costello Company	80
1049	Powers Regulator Co.	11		Chalk & Chalkboards	
	Temperature Control				
1050	Premier Engraving Co.	101			
	Engravers				
1051	P & W Cabinet Makers	101			
	School Furniture				
1052	Recreation Equipment Co.	101			
	Outdoor Equipment				
1053	Roddie Plywood Corp.	86			
	Plastic Resurfacing Materials				
1054	Royal Typewriter Company, Inc.	91			
	Typewriters				
1055	Sargent & Company	76			
	Locks				
1056	Schieber Sales Company	15			
	Folding Tables & Benches				
1057	Sexton & Company, John	102			
	Institutional Food				
1058	Sheldon Equipment Co., E. H.	67			
	Laboratory Furniture				
1059	Snyder Tank Corp.	100			
	Steel Grandstand and Bleachers				
1060	Spencer Heater; Lycoming-Spencer				
	Div. Avco Mfg. Company	20			
	Boilers				
1061	Titusville Iron Works Co., Div. of				
	Struther Wells Corp.	74			
	Boilers				
1062	Todd Shipyards Corporation	100			
	Oil Burners				
1063	Trane Company	18 & 19			
	Heating Specialties				

NEWS OF PRODUCTS FOR THE SCHOOLS

0138	L. O. Draper Shade Co.	98
	Window Wall Shades	
0139	Congoleum-Nairn, Inc.	98
	Vinyl Asbestos Tile	
0140	Mississippi Glass Company	98
	"Coolite" Glass	
0141	American Air Filter Co., Inc.	98
	Amervent Package	
0142	The American-LaFrance-Foamite Corp.	98
	Fire Extinguishers	
0143	Wyandotte Chemicals Corp.	100
	Antibac Germicide	
0144	The Tropical Paint & Oil Company	100
	Wire Fence Painting Device	
0145	Libbey-Owens-Ford Glass Co.	103
	Folder	
0146	Hillyard Chemical Co.	103
	Chart	
0147	Kimble Glass Company	103
	Folder	
0148	Roddie Plywood Corporation	103
	Booklet	
0149	Maple Flooring Mfgs. Assn.	104
	Folder	
0150	Industrial Unit Heater Assn.	104
	Bulletins	
0151	Kewanee-Ross Corporation	104
	Catalog	

For Your Product Information Request

The advertisements in this issue have been given a code number for your convenience in requesting information on products, services, booklets, and catalogs offered. Encircle the code number of the advertisement in which you are interested, clip and mail the "postage paid" card. Your request will receive prompt attention. BRUCE — MILWAUKEE.

THE AMERICAN SCHOOL BOARD JOURNAL
400 North Broadway, Milwaukee 1, Wis.

October, 1953

Please send information offered in the advertisements we have encircled.

ADVERTISING INDEX

100	106	1012	1018	1024	1030	1036	1042	1048	1054	1060	1066
101	107	1013	1019	1025	1031	1037	1043	1049	1055	1061	1067
102	108	1014	1020	1026	1032	1038	1044	1050	1056	1062	1068
103	109	1015	1021	1027	1033	1039	1045	1051	1057	1063	1069
104	1010	1016	1022	1028	1034	1040	1046	1052	1058	1064	1070
105	1011	1017	1023	1029	1035	1041	1047	1053	1059	1065	1071

NEWS OF PRODUCTS FOR THE SCHOOLS

0138	0139	0140	0141	0142	0143	0144	0145	0146	0147	0148	0149
0150	0151										

Also information on

Name Please Print
Title School
City Zone State

Descriptive Material . . .

★ The Maple Flooring Manufacturers Association has announced the availability of "Please Don't," a new folder which explains to the builder, contractor, and floor layer, the elimination of problems arising from expansion of kiln-dried hardwood flooring, caused by moisture absorption. The folder's two parts cover suggestions for installation and care of Northern hardwood flooring, with special emphasis on the allowance for expansion, damp season ventilation, and preliminary handling of hardwood before laying, with a list of simple precautions to take in handling hardwood flooring at the job site. Available from: *Maple Flooring Manufacturers Association, Section S.B.J., 35 East Wacker Drive, Chicago 1, Ill.*

(For Convenience Circle Index Code 0149)

★ "The Care and Maintenance of Steam and Hot Water Unit Heaters," Bulletin 12, is being offered by the Industrial Unit Heater Association, Detroit. Also offered is "It Pays to Use Unit Heaters," Bulletin 14, which discusses the versatile nature of the modern unit heater and shows a wide scope of commercial, institutional, and industrial heating installations. Both bulletins are available from: *Industrial Unit Heater Association, Section S.B.J., 2159 Guardian Bldg., Detroit 26, Mich.*

(For Convenience Circle Index Code 0150)

★ A new 6-page, full-color, catalog illustrating and describing the M-800 series boilers for high and low pressures, and designed for oil or gas firing, has been issued by the Kewanee-Ross Corporation, Kewanee, Ill. The catalog contains a full description of the M-800 quality features, with detailed listings of ratings, dimensions, standard equipment, and trim. For a copy write: *Kewanee-Ross Corporation, Section S.B.J., Kewanee, Ill.*

(For Convenience Circle Index Code 0151)

Manufacturers' News

★ The Superior Coach Corporation, Lima, Ohio, recently completed its new Western Division plant at Oakland, Calif. Covering 10,500 square feet of floor space, the new plant will be the major parts and service depot for Superior school coaches on the west coast and in the western states. In addition to carrying complete supplies of replacement parts for all Superior Coaches, the depot will be equipped with efficient modern facilities for coach repair and maintenance of every description. All service mechanics have been trained at the main factory service center at Lima, Ohio.

★ The Certified Ballast Manufacturers have adopted a new emblem to identify Certified Ballasts. The new design is diamond-shaped and reads "CBM Certified by ETL." With more than half the fluorescent ballasts now produced meeting the exacting specifications designated by Certified Ballast Manufacturers, the nine companies making them decided stronger identification of these quality ballasts was needed. Certified Ballasts will carry the new emblem on printed labels and stamped into the ballast case.

Students can be more alert in a Honeywell-controlled classroom!



LEADING EDUCATORS agree that level temperatures, adequate fresh air and proper humidity are all essential for student alertness. The best way to obtain the right balance of these factors in your classrooms is to have Honeywell's fine Individual Room Temperature Control system.

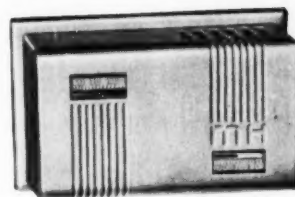
Today, in hundreds of schools, Honeywell Control systems are providing ideal comfort conditions for thousands of students.

Whatever your requirements — electronic, electric or pneumatic controls for

heating, ventilating, hot water, and refrigeration equipment—Honeywell can meet them.

Honeywell service is complete, too! A skilled Honeywell engineer will advise you on new installations, modernizations, or help you on any maintenance needed for your present control system. Just contact one of Honeywell's 104 offices, located in key cities from coast to coast.

For a copy of the booklet, "5 Ways Teachers Can Improve Learning," write Honeywell, Dept. AJ-10-49, Minneapolis 8, Minnesota.



The importance of Individual Room Temperature Control

When each room has its own Honeywell Grad-U-Stat (shown above), heat and fresh air can be regulated to meet the changing conditions that affect students' comfort. For example, the Grad-U-Stat can be set to supply less heat and more fresh air during tests or increased classroom activity.

MINNEAPOLIS
Honeywell



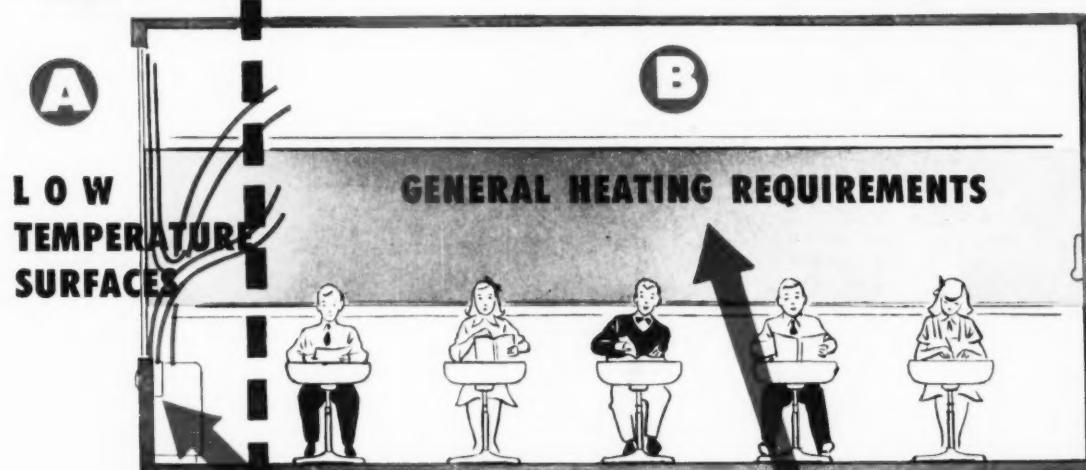
First in Controls



Cold surfaces rob body heat

Only NESBITT treats BOTH problems separately

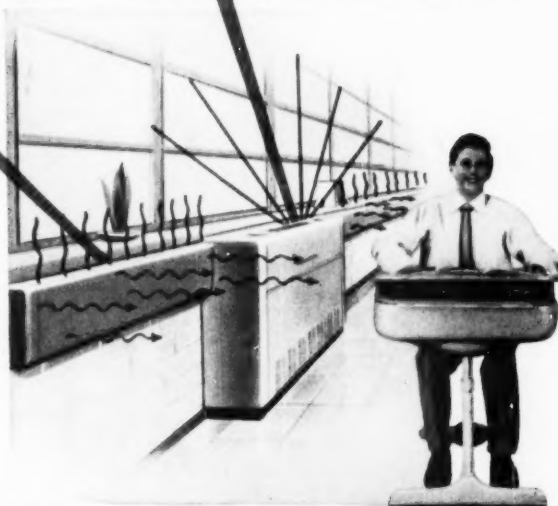
—setting a NEW STANDARD OF CLASSROOM COMFORT



B After rapidly heating the room each morning for occupancy, the Syncretizer ventilates—brings in at least the desired minimum quantity of outdoor air; mixes it with room air (adding heat only when more than Wind-o-line heat is needed); circulates the healthful stream continuously (without drafts or overheating); maintains the desired comfort all day long . . . for unmatched performance and economy.

A The Nesbitt Syncretizer and Wind-o-line System provides the desired thermal environment in schoolrooms by recognizing and dealing adequately with two separate and distinct thermal demands in modern classrooms. The problem of large "wall-of-ice" windows and their chilling downdraft is handled first—by the Wind-o-line Radiation that extends both ways from the ventilating unit for the full length of the sill. Heated convected air from the Wind-o-line grille (the positive answer to a heat loss) diverts the cold downdraft upward and above the room occupants. Radiation stops the loss of body heat to the cold surface. Wind-o-line comes on first; and stays on even after the ventilating unit has stopped heating and is supplying cooler air to maintain the classroom comfort. It goes off only when the unit needs more than the minimum quantity of outdoor air.

Send for Publications



NESBITT *Syncretizer* WITH WIND·O·LINE

MADE AND SOLD BY JOHN J. NESBITT, INC., PHILADELPHIA 36, PA., SOLD ALSO BY AMERICAN BLOWER CORPORATION